



Interlanguage:

English for Senior High School Students XII

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Language Study Programme

Joko Priyana
Zayin Adib Muhammad
Eka Denis Machfutra

Language
Study
Programme



PUSAT PERBUKUAN
Departemen Pendidikan Nasional

Joko Priyana
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Joko Priyana, Ph.D

Eka Denis Machfutra

Zayin Adib Muhammad



Pusat Perbukuan
Departemen Pendidikan Nasional

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Diperbanyak oleh....

Kata Sambutan

Puji syukur kami panjatkan ke hadirat Allah SWT, berkat rahmat dan karunia-Nya, Pemerintah, dalam hal ini, Departemen Pendidikan Nasional, pada tahun 2008, telah membeli hak cipta buku teks pelajaran ini dari penulis/penerbit untuk disebarluaskan kepada masyarakat melalui situs internet (website) Jaringan Pendidikan Nasional.

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Kami menyampaikan penghargaan yang setinggi-tingginya kepada para penulis/penerbit yang telah berkenan mengalihkan hak cipta karyanya kepada Departemen Pendidikan Nasional untuk digunakan secara luas oleh para siswa dan guru di seluruh Indonesia.

Buku-buku teks pelajaran yang telah dialihkan hak ciptanya kepada Departemen Pendidikan Nasional ini, dapat diunduh (down load), digandakan, dicetak, dialihmediakan, atau difotokopi oleh masyarakat. Namun, untuk penggandaan yang bersifat komersial harga penjualannya harus memenuhi ketentuan yang ditetapkan oleh Pemerintah. Diharapkan bahwa buku teks pelajaran ini akan lebih mudah diakses sehingga siswa dan guru di seluruh Indonesia maupun sekolah Indonesia yang berada di luar negeri dapat memanfaatkan sumber belajar ini.

Kami berharap, semua pihak dapat mendukung kebijakan ini. Kepada para siswa kami ucapkan selamat belajar dan manfaatkanlah buku ini sebaik-baiknya. Kami menyadari bahwa buku ini masih perlu ditingkatkan mutunya. Oleh karena itu, saran dan kritik sangat kami harapkan.

Jakarta, Juli 2008
Kepala Pusat Perbukuan

Kata Pengantar

Puji syukur kami panjatkan kepada Tuhan Yang Maha Esa yang telah memberi hidayah, kekuatan, kesehatan, dan ketabahan kepada kami sehingga penyusunan bahan ajar seri *Interlanguage: English for Senior High School Students* ini terselesaikan.

Bahan ajar ini disusun dengan tujuan menyediakan materi pembelajaran Bahasa Inggris untuk peserta didik kelas XII sesuai dengan Standar Isi mata pelajaran Bahasa Inggris 2006. Materi dan tugas pembelajaran dikembangkan dengan prinsip-prinsip *Communicative Approach* untuk secara terintegrasi mengembangkan kompetensi peserta didik dalam keempat keterampilan berbahasa, yaitu menyimak, berbicara, membaca, dan menulis. Selain itu materi dan tugas pembelajaran secara terpadu mengembangkan kecakapan hidup dalam arti luas dan peningkatan wawasan kebhinekaan.

Materi dan tugas-tugas pembelajaran dalam bahan ajar ini diorganisasikan ke dalam dua siklus pembelajaran, yaitu siklus lisan dan siklus tulis. Sementara siklus lisan menekankan pengembangan keterampilan berbahasa lisan (menyimak dan berbicara), siklus tulis mengembangkan keterampilan dalam berbahasa tulis (membaca dan menulis). Sesuai dengan prinsip keterpaduan dalam pembelajaran bahasa, kedua siklus tersebut mengembangkan keempat keterampilan berbahasa secara terintegrasi. Baik siklus lisan maupun siklus tulis tersusun atas empat macam kegiatan pembelajaran, yaitu pembuka, pajakan terhadap bahasa target, penjelasan mengenai unsur-unsur kebahasaan, dan latihan berkomunikasi dalam bahasa target secara terbimbing maupun bebas. Selain itu, untuk keperluan pengayaan dan evaluasi, setiap unit dilengkapi dengan tugas terstruktur berupa pekerjaan rumah dan *review*.

Kegiatan-kegiatan belajar dikembangkan untuk menjadikan siswa secara aktif belajar Bahasa Inggris melalui kegiatan memahami dan menggunakan bahasa Inggris untuk mengekspresikan gagasan dan perasaan secara alami. Dalam pembelajaran, guru diharapkan bertindak sebagai fasilitator, pemberi umpan balik, dan pendorong siswa agar berani menggunakan bahasa target untuk berkomunikasi secara akurat dan berterima.

Penyusunan buku ajar ini terselesaikan atas dukungan dari berbagai pihak. Oleh karena itu, kami mengucapkan terima kasih kepada semua pihak yang telah membantu terselesaikannya penyusunan buku ini.

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Januari, 2008

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Key to Pronunciation

Vowel

Phonetics symbols	Example	Pronunciation
i:	see	[si:]
i	any	['eni]
e	ten	[ten]
æ	hat	[hæt]
ɑ:	arm	[ɑ:m]
ɒ	got	[gɒt]
ɔ:	saw	[sɔ:]
ʊ	put	[pʊt]
u:	too	[tu:]
ʌ	cup	[kʌp]
ə:	fur	[fə:]
ə	ago	[ə'gəʊ]
eɪ	pay	[peɪ]
aɪ	five	[faɪv]
əʊ	home	[həʊm]
aʊ	now	[naʊ]
ɔɪ	join	[dʒɔɪn]
ɪə	near	[nɪə]
eə	hair	[heə]
ʊə	pure	['pjʊə]

Consonants

Phonetics symbols	Example	Pronunciation
p	pen	[pen]
b	bad	[bæd]
t	tea	[ti:]
d	did	[dɪd]
k	cat	[kæt]
g	got	[gɒt]
tʃ	chin	[tʃɪn]

dʒ	june	[dʒu:n]
f	fall	[fɔ:l]
v	van	[væn]
θ	thin	[θɪn]
ð	then	[ðen]
s	so	[səʊ]
z	zoo	[zu:]
ʃ	she	[ʃi:]
v	vision	[ˈvɪʒn]
h	how	[haʊ]
m	man	[mæn]
n	no	[nəʊ]
s	sing	[sɪŋ]
l	leg	[leg]
r	red	[red]
j	yes	[jes]
w	wet	[wet]

List of Abbreviations

<i>kb</i>	: kata benda
<i>kki</i>	: kata kerja intransitif
<i>kkt</i>	: kata kerja transitif
<i>ks</i>	: kata sifat
<i>kk</i>	: kata keterangan

Pemerintahan



A. Mendengarkan Dialog Interaktif

Kemampuan apa yang harus kamu kuasai?

Setelah mempelajari materi dalam kompetensi dasar ini kamu diharapkan dapat:

- 1. mencatat hal-hal penting dalam dialog interaktif.*
- 2. menyimpulkan isi dialog interaktif.*

Dialog interaktif banyak ditayangkan di televisi maupun di radio. Dialog merupakan bentuk tanya jawab antara pembawa acara dengan narasumber. Narasumber dalam dialog biasanya lebih dari satu. Hal ini bertujuan untuk menjaga keseimbangan informasi yang disajikan. Di samping itu banyak media elektronik yang menggelar dialog interaktif. Dialog interaktif adalah dialog yang melibatkan peran pendengar untuk ikut menanggapi atau menanyakan seputar isi pembicaraan dalam dialog itu. Pendengar atau pemirsa dapat memberi masukan, saran atau usul mengenai topik yang sedang dibahas dalam dialog. Dengan demikian topik yang dibahas akan semakin tajam dan mendalam.

Dialog termasuk dialog interaktif penting untuk diikuti sesuai dengan topik yang sedang dibicarakan. Dengan sering mengikuti dialog interaktif kamu tidak ketinggalan informasi terkini tentang berbagai hal apalagi masalah yang sedang hangat dibicarakan di masyarakat. Hal ini merupakan salah satu faktor pentingnya kamu menguasai kompetensi dasar menyimpulkan isi dialog interaktif beberapa narasumber pada tayangan televisi atau siaran radio. Agar kamu menyimpulkan pikiran, gagasan, dan pendapat narasumber dalam sila dialog interaktif, ikutlah pembelajaran berikut ini!

1. Mendengarkan Dialog Interaktif

Simaklah dialog interaktif yang akan diperdengarkan Bapak atau Ibu gurumu dari rekaman kaset atau CD. Kalau hal itu tidak memungkinkan, perankan dialog interaktif dari transkrip dialog berikut ini. Mintalah beberapa temanmu memerankan dialog itu sebaik-baiknya.

Wawancara **Oman Sukmana** dari Tempo Interaktif dengan Menteri Pendayagunaan Aparatur Negara Freddy Numberi di Kantornya, di Jalan Sudirman, Jakarta, seputar masalah Irian Jaya atau Papua.

Bagaimana Anda melihat hasil Kongres Rakyat Papua yang menuntut Papua merdeka itu?

Saya melihat ini semua masih dalam taraf aspirasi, masih dapat dilakukan upaya-upaya melalui dialog. Memang, aspirasi ini harus kita waspadai, karena bisa menjadi preseden buruk bagi keutuhan wilayah kita. Saat ini kami sedang berupaya melakukan upaya pendekatan secara persuasif melalui dialog.

Kapan dialog itu dilaksanakan?

Saya belum tahu; mungkin itu kewenangan Menteri Dalam Negeri. Tapi, melihat situasi saat ini tentunya hal itu akan dilakukan secepat mungkin, paling tidak sebelum tanggal 1 Desember, batas waktu yang diberikan oleh Kongres Papua kepada pemerintah, kami sudah mengambil langkah konkret menyelesaikan masalah Papua.

Menurut Anda apa yang melatarbelakangi adanya tuntutan merdeka ini?

Semua ini terjadi karena kebijakan yang salah dari rezim yang lalu. Misalnya, pembangunan yang tidak menyentuh masyarakat, rakyat merasa diperlakukan tidak adi. Pemerintah masa lalu tidak jeli melihat bahwa suatu saat Papua ini bisa bergejolak. Nah, repotnya, hal itu terjadi sekarang, (hingga) kabinet sekarang ini tak ubahnya pemadam kebakaran.

Sebenarnya, apa kebutuhan rakyat Papua sekarang?

Rakyat Papua itu butuh kesejahteraan; mereka bosan terus-menerus diperlakukan seperti sapi perah. Mereka juga sudah bosan melihat kekerasan militer. Yang mereka butuhkan saat ini adalah kesejahteraan. Misalnya, mengupayakan agar SPP untuk SD hingga SMU di Papua dibebaskan. Saya kira tidak banyak anggaran untuk itu, hanya Rp 20 miliar untuk Papua yang telah memberikan sumbangan devisa yang besar bagi bangsa ini. Juga pengangkatan guru yang saat ini jumlahnya masih kurang, dan memberi kesempatan kepada guru yang sudah ada untuk menjadi pegawai negeri. Lalu, membuka pendidikan kedokteran, karena jumlah dokter di Papua masih kurang. Dulu, di zaman Bung Karno, dekat setelah Irian kembali ke pangkuan ibu pertiwi, lebih dari 2.000 putra daerah disekolahkan ke luar negeri, meski kondisi bangsa masih sulit, Setelah itu, putra daerah Irian tidak lagi diperhatikan oleh pemerintah. Ini yang membuat mereka sakit hati.

Berapa devisa yang dihasilkan oleh Papua?

Papua itu dalam setahun bisa menghasilkan devisa Rp 10 triliun. Sebenarnya wajar kalau paling tidak 40% atau Rp 4 triliun dari hasil itu dikembalikan kepada Papua untuk kesejahteraan rakyat. Sekarang, alokasi dana untuk Papua hanya Rp 1,2 triliun, dan ketika saya menjabat Gubernur dana yang saya peroleh cuma Rp 650 miliar. Dengan dana sebesar itu, praktis, kami tidak dapat membangun.

<http://www.tempointeraktif.com/>, Jumat, 11 Juli 2008 pukul 20.17

2. Menuliskan hal-hal Penting Isi Dialog

Setelah kamu simak baik-baik dialog tersebut, tuliskan hal-hal penting isi dialog. Tuliskan hal penting yang disampaikan oleh pembicara dalam tabel seperti berikut ini.

Hal -hal Penting Isi Dialog

3. Menyimpulkan Isi Dialog

Berdasar pada catatan tentang hal-hal penting isi dialog buatlah simpulan isi dialog dalam beberapa kalimat!

Berikan penilaian simpulan yang dibuat oleh temanmu dengan menggunakan format penilaian berikut ini.

Format Penilaian Menyimpulkan Isi Dialog

Nama Siswa :
Kelas :

No.	Aspek/Indikator	Skor					Jumlah
		1	2	3	4	5	
1.	Kualitas isi						
2.	Penalaran						
3.	Struktur kalimat						
4.	Ejaan dan tanda baca						

Tugas Rumah

Dengarkan dialog interkatif yang ditayangkan di televisi, kemudian kerjakan tugas-tugas berikut ini!

1. Tulislah stasiun televisi yang menayangkan dialog tersebut!
2. Tulislah waktu penayangan (jam, hari, tanggal)!
3. Sebutkan para narasumber dan reporternya!
4. Tulislah Hal-hal penting yang dikemukakan nara sumber!
5. Buatlah simpulan isi dialog!

Refleksi

Apakah yang kamu peroleh dari pembelajaran tadi? Kamu sudah mampu mencatat hal-hal penting yang disampaikan narasumber dalam dialog interaktif bukan? Setelah mampu menentukan hal-hal penting yang disampaikan narasumber tentu kamu juga mampu menyimpulkan isi dialog interaktif yang kamu ikuti. Dalam dialog interaktif sering kita temukan informasi tersirat. Kesimpulan dapat ditarik dari informasi tersurat dan informasi tersirat yang disampaikan oleh narasumber.

B. Berbicara untuk Menceritakan Kembali secara Lisan Isi Cerpen

Kemampuan apa yang harus kamu kuasai?

Setelah mempelajari materi kompetensi dasar ini diharapkan dapat:

1. *menceritakan kembali isi cerpen*
2. *menceritakan hal-hal yang menarik atau berkesan dalam cerpen*

Cerita pendek atau cerpen merupakan karya sastra berbentuk prosa. Bentuk prosa yang lain adalah novel atau roman. Sesuai dengan namanya cerpen merupakan cerita dalam bentuk pendek. Kisah dalam cerpen merupakan kisah tunggal. Kalau diukur dari panjang pendeknya, biasanya cerpen akan selesai dalam sekali duduk.

Kamu pernah membaca cerpen bukan? Pernahkah kamu membaca cerpen yang sangat menarik sehingga kamu sangat ingin menceritakan isinya kepada orang lain? Apa yang harus kamu lakukan agar kamu dapat menceritakan isi cerpen itu dengan baik? Hal apa saja yang harus kamu perhatikan agar dapat menceritakan kembali dengan baik? Ikuti pembelajaran berikut ini agar kamu dapat menceritakan kembali isi cerpen dengan baik secara lisan.

1. Membaca Cerpen dan Memahami Isinya

Bacalah cerpen berikut ini dengan cermat! Pahami kalimat demi kalimat, paragraf demi paragraf dengan penghayatan sungguh-sungguh. Rasakan suasana batin tokoh yang terlibat di dalamnya. Bayangkan dan rasakan suasana latar cerita. Ikuti jalinan cerita dari peristiwa satu ke peristiwa lainnya. Pendek kata lakukan kegiatan apresiasi sastra!

Konvensi

Cerpen A. Mustofa Bisri

Sungguh aku bersyukur. Sebagai dukun yang semula paling-paling hanya nyapih dan nyuwuk anak kecil monthah, rewel dan nangis terus, atau mengobati orang disengat kalajengking, kini —sejak seorang sahabatku membawa pembesar dari Jakarta ke rumah— martabatku meningkat. Aku kini dikenal sebagai “orang pintar” dan dipanggil Mbah atau Eyang. Aku tak lagi dukun lokal biasa. Pasienku yang semakin hari semakin banyak sekarang datang dari mana-mana. Bahkan beberapa pejabat tinggi dan artis sudah pernah datang. Tujuan para pasien yang minta tolong juga semakin beragam; mulai dari mencarikan jodoh, “memagari” sawah, mengatasi kerewelan istri, hingga menyelamatkan jabatan. Waktu pemilu kemarin banyak caleg yang datang dengan tujuan agar jadi.

Tuhan kalau mau memberi rezeki hamba-Nya memang banyak jalannya. Syukur kepada Tuhan, kini rumahku pun sudah pantas disebut rumah. Sepeda onthel-ku sudah kuberikan pembantuku, kini ke mana-mana aku naik mobil Kijang. Pergaulanku pun semakin luas.

Nah, di musim pemilihan kepala daerah atau pilkada saat ini, tentu saja aku ikut sibuk. Dari daerahku sendiri tidak kurang dari sepuluh orang calon yang datang ke rumah. Tidak itu saja. Para pendukung atau tim sukses mereka juga datang untuk memperkuat. Mereka umumnya minta restu dan dukungan. Sebetulnya bosan juga mendengarkan bicara mereka yang hampir sama satu dengan yang lain. Semuanya pura-pura prihatin dengan kondisi daerah dan rakyatnya, lalu memuji diri sendiri atau menjelekkkan calon-calon lain. Padahal, rata-rata mereka, menurut penglihatanku, hanya bermodal kepingin. Beberapa di antara mereka bahkan bahasa Indonesianya saja masih baikan aku. Tapi ada juga timbal-baliknya. Saat pulang, mereka tidak lupa meninggalkan amplop yang isinya lumayan.

Pagi itu dia datang ke rumah sendirian. Tanpa ajudan. Padahal, kata orang-orang, ke mana-mana dia selalu dikawal ajudan atau stafnya. Pakaian safari —kata orang-orang, sejak pensiun dari dinas militer, dia tidak pernah memakai pakaian selain stelan safari— yang dikenakannya tidak mampu menampilkan-besarkan tubuhnya yang kecil. Demikian pula kulitnya yang hitam kasar, tak dapat disembunyikan oleh warna bajunya yang cerah lembut. Bersemangat bila berbicara dan kelihatan malas bila mendengarkan orang lain. Mungkin karena aku justru termasuk orang yang agak malas bicara dan

suka mendengar, maka dia tampak kerasan sekali duduk lesehan di karpetku yang butut.



Dia cerita bahwa sebentar lagi masa jabatannya sebagai bupati akan habis. Tapi dia didorong-dorong—dia tidak menyebutkan siapa-siapa yang mendorong-dorongnya— untuk maju mencalonkan lagi dalam pilkada mendatang. Sebetulnya dia merasa berat, tapi dia tidak mau mengecewakan mereka yang mengharapkannya tetap memimpin kabupaten yang terbelakang ini.

“Nawaitu saya cuma ingin melanjutkan pembangunan daerah ini hingga menjadi kabupaten yang makmur dan berwibawa,” katanya berapi-api. “Saya sedih melihat kawan-kawan di pedesaan, meski saya sudah berbuat banyak selama ini, masih banyak di antara mereka yang hidup di bawah garis kemiskinan. Perjuangan saya demi rakyat daerah ini khususnya, belum selesai.”

“Saya sudah menyusun rencana secara bertahap yang saya perkirakan dalam masa lima tahun ke depan, akan paripurna pengentasan kemiskinan di daerah ini. Saya tahu, untuk itu hambatannya tidak sedikit.” Dia menyedot Dji Sam Soe-nya dalam-dalam dan melanjutkan dengan suara yang sengaja dilirihkan. “Njenengan tahu, orang-orang yang selama ini ada di sekeliling saya, yang resminya merupakan pembantu-pembantu saya, justru malah hanya mengganggu. Sering menjegal saya. Mereka sering mengambil kebijaksanaan sendiri dengan mengatasnamakan saya. Lha akhirnya saya kan yang ketiban awu anget, terkena akibatnya. Sekarang ini beredar isu katanya bupati menyelewengkan dana ini-itu; bupati menyunati bantuan-bantuan untuk masyarakat; bupati membangun rumah seharga sekian miliar di kampung asalnya; dan isu-isu negatif lain. Ini semua sumbernya ya mereka itu.”

“Namun itu semua tidak menyurutkan tekad saya untuk tetap maju demi rakyat daerah ini yang sangat saya cintai. Saya mohon restu dan dukungan Panjenengan. Saya berjanji dalam diri saya, kalau nanti saya terpilih lagi, akan saya sapu bersih sampah-sampah yang tak tahu diri itu dari lingkungan saya.”

Dia menyebut beberapa nama yang selama ini memang aku kenal sebagai pembantu-pembantu dekatnya. Aku hanya mengangguk-angguk dan sesekali memperlihatkan ekspresi heran atau kagum. Sikap yang ternyata membuatnya semakin bersemangat.

“Jadi Sampeyan sudah siap betul ya?” tanyaku untuk pantas-pantas saat dia sedang menghirup tehnya.

Buru-buru dia letakkan gelas tehnya dan berkata, “Alhamdulillah, saya sudah melakukan pendekatan kepada Pak Kiai Sahil. Bahkan beliau mengikhlaskan putranya, Gus Maghrur, untuk mendampingi saya sebagai cawabup.”

Kiai Sahil adalah seorang tokoh sangat berpengaruh di daerah kami. Partai terbesar di sini tak bakalan mengambil keputusan apa pun tanpa restu dan persetujuan kiai yang satu ini. Sungguh cerdas orang ini, pikirku.

“Kiai Sahil sudah memanggil pimpinan partai Anu dan dipertemukan dengan saya. Dan tanpa banyak perdebatan, disepakati saya sebagai calon tunggal bupati dan Gus Maghrur pendamping saya sebagai cawabup. Mudah-mudahan bermanfaat bagi masyarakat yang sudah lama mendambakan pemimpin yang kuat ini dan mampu mengantarkan mereka kepada kehidupan yang lebih layak.”

Sesuai pembicaraan di telepon sebelumnya, malam itu sekda datang bersama istrinya. Sementara istrinya ngobrol dengan istriku, dia langsung menyampaikan maksud tujuannya.

“Langsung saja, Mbah; maksud kedatangan kami selain bersilaturahmi dan menengok kesehatan Simbah, kami ingin mohon restu. Terus terang kami kesulitan menolak kawan-kawan yang mendorong kami untuk mencalonkan sebagai bupati. Lagi pula memang selama periode kepemimpinan bupati yang sekarang, Panjenengan tahu sendiri, tak ada kemajuan yang berarti. Saya yang selama ini mendampinginya setiap saat merasa prihatin, namun tidak bisa berbuat apa-apa. Saya harus tutup mata dan telinga bila melihat dan mendengar tentang penyelewengan atasan saya itu.”

“Jadi, selama ini, Sampeyan tidak pernah mengingatkan atau menegurnya bila melihat dia berbuat yang tidak semestinya?” tanyaku.

“Ya tidak sekali dua kali,” sahutnya, “tapi tak pernah didengarkan. Mungkin dia pikir saya kan hanya bawahannya. Setiap kali saya ingatkan, dia selalu mengatakan bahwa dialah bupatinya dan saya hanya sekretaris; dia akan mempertanggungjawabkan sendiri semua perbuatannya. Lama-lama saya kan bosan. Ya akhirnya saya diamkan saja. Pikir saya, dosa-dosanya sendiri.”

“Tapi akibatnya kan bisa juga mengenai orang banyak?!”

“Lha, itulah, Mbah, yang membuat saya prihatin dan terus mengganggu nurani saya. Tapi ke depan hal ini tidak boleh berulang. Saya dan kawan-kawan sudah bertekad akan menghentikannya. Bila nanti saya terpilih, saya tidak akan biarkan praktek-praktek tidak benar seperti kemarin-kemarin itu terjadi. Saya akan memulai tradisi baru dalam pemerintahan daerah ini. Tradisi yang mengedepankan kejujuran dan transparansi. Pemerintahan yang bersih. Kasihan rakyat yang sekian lamanya tidak mendapatkan haknya, karena kerakusan pemimpinya. Saya tahu persis data-data potensi daerah ini yang sebenarnya tidak kalah dari daerah-daerah lain. Seandainya dikelola dengan baik, saya yakin daerah ini akan menjadi maju dan tidak mustahil bahkan paling maju di wilayah propinsi.”

“Jadi Sampeyan sudah siap betul ya?” Aku mengulang pertanyaanku kepada bosnya tempo hari.

“Ya, mayoritas pimpinan partai saya, Partai Polan, dan pengurus-pengurus anak cabangnya sudah setuju mencalonkan saya sebagai bupati dan Drs Rozak dari Partai Anu sebagai cawabupnya. Jadi nanti koalisi antara Partai Polan dan Partai Anu. Menurut hitungan di atas kertas suara kedua partai besar ini sudah lebih dari cukup.”

“Lho, aku dengar Partai Anu sudah mencalonkan bos Sampeyan berpasangan dengan Gus Maghrur?” selaku.

“Ah, itu belum resmi, Mbah. Beberapa tokoh dari Partai Anu yang ketemu saya, justru menyatakan tidak setuju dengan pasangan itu. Pertama, karena mereka sudah mengenal betul bagaimana pribadi bos saya dan meragukan kemampuan Gus Maghfur. Itu kan akal-akalannya bos saya saja. Gus Maghfur hanya dimanfaatkan untuk meraup suara mereka yang fanatik kepada Kiai Sahil.”

Konferensi Cabang Partai Anu yang digelar dalam suasana demam pilkada, meski sempat memanas, namun berakhir dengan mulus. Drs Rozak terpilih sebagai ketua baru dengan perolehan suara cukup meyakinkan, mengalahkan saingannya, Gus Maghrur.

Drs Rozak bergerak cepat. Setelah kelengkapan pengurus tersusun, langsung mengundang rapat pengurus lengkap. Di samping acara pengenalan, rapat pertama itu juga memutuskan: DPC akan mengadakan konvensi untuk penjarangan calon-calon bupati dan wakil bupati. Drs Rozak menyatakan dalam konferensi pers bahwa selama ini partainya belum secara resmi menetapkan calon dan inilah saatnya secara resmi partai pemenang pemilu kemarin ini membuka pendaftaran calon dari mana pun. Bisa dari tokoh independen, bisa dari partai lain. Ditambahkan oleh ketua baru ini, bahwa dia sudah berkonsultasi dengan Dewan Pimpinan Pusat Partai dan diizinkan melakukan konvensi tidak dengan sistem paket. Artinya, masing-masing mendaftar sebagai calon bupati atau wakil bupati dan baru nantinya ditetapkan siapa berpasangan dengan siapa.

Tak lama setelah diumumkan, banyak tokoh yang mendaftar, baik sebagai calon bupati maupun calon wakil bupati. Termasuk di antara mereka yang mendaftar sebagai cabup: bupati lama dan sekdanya. Menurut keterangan panitia konvensi, agar sesuai dengan prinsip demokrasi, calon-calon akan digodok, dipilih, dan ditetapkan melalui pertemuan antara pengurus cabang lengkap, pengurus-pengurus anak cabang, dan organisasi-organisasi underbow partai; dengan ketentuan partai hanya akan mencalonkan satu cabup dan satu cawabup.

Semua orang menunggu-nunggu hasil konvensi partai terbesar di kabupaten itu. Maklum Partai Anu merupakan partai yang diyakini menentukan. Apalagi sebelumnya sudah ramai dan simpang siur berita mengenai calon-calon dari partai ini. Orang-orang tak ingin terus menduga-duga apakah benar partai yang katanya menyesal dulu mendukung bupati yang sekarang akan mencalonkannya lagi berpasangan dengan Gus Maghrur, putra Kiai Sahil sesepuh partai. Dan apakah sekda yang konon dicalonkan oleh Partai Polan benar akan berpasangan dengan Drs Rozak yang kini menjadi ketua Partai Anu.

Singkat cerita, konvensi berjalan dengan mulus. Sesuai kesepakatan, calon bupati dipilih sendiri dan calon wakil bupati dipilih sendiri pula. Kemudian yang terpilih sebagai cabup dipasangkan dengan yang terpilih sebagai cawabup. Hasilnya sungguh mengejutkan banyak orang, terutama bupati lama dan sekdanya. Ternyata yang terpilih dan disepakati menjadi calon-calon partai ialah Drs Rozak sebagai cabup dan Ir Sarjono, ketua Partai Polan sebagai cawabupnya.

“Itulah politik,” kataku kepada istriku yang tampak bingung setelah mendengar ceritaku. “Untung aku tidak tergiur ketika ada yang menawariku — dan kamu ikut mendorong—dorongku— untuk ikutan maju sebagai cawabup!”

Sumber: [HTTP://KUMPULAN-CERPEN.BLOGSPOT.COM/](http://KUMPULAN-CERPEN.BLOGSPOT.COM/) di-download 17 Maret 2008 pukul 21.28.

Menjawab Pertanyaan Isi Cerpen

Jawablah pertanyaan-pertanyaan berikut ini!

- Apakah tema cerita pendek yang kamu baca di atas?
- Sebutkan para pelakunya!
- Bagaimana watak para pelakunya?
- Jelaskan latar yang terdapat di dalamnya!
- Masalah apa yang dihadapi para pelaku?
- Bagaimana para pelaku dalam cerpen tersebut mengatasi masalah yang dihadapinya?
- Apa kira-kira alasan pelaku menempuh cara itu dalam menghadapi masalah yang dihadapi?
- Apakah yang menarik dari cerpen itu?

2. Menceritakan Kembali secara Lisan Isi Cerpen

Setelah kamu jawab pertanyaan-pertanyaan di atas dengan baik, kamu tentu semakin menghayati isi cerpen tersebut. Agar kamu dapat menceritakan kembali isinya dengan baik susunlah kerangka pokok cerita yang terdapat dalam cerpen. Kerangka itu dapat digunakan sebagai panduan agar dalam dapat kamu lakukan secara runtut. Susunlah kerangka cerita seperti dalam kolom berikut ini!

No.	Pokok Cerita

Latihan

Berdasarkan kerangka pokok cerita yang sudah kamu susun, secara bergiliran ceritakan isi cerpen di atas dengan lafal, intonasi, ekspresi dan pilihan kata yang tepat sesuai isi cerita. Gunakan kalimat yang efektif, komunikatif dan sertai dengan gerakan yang tepat, luwes, wajar dan tidak berlebihan.

Diskusikan dalam kelompokmu hal-hal apa saja yang harus dinilai dalam menceritakan kembali isi cerpen. Berikan penilaian terhadap penampilan temanmu dengan menggunakan format penilaian yang sudah disepakati dalam diskusi atau dengan format penilaian berikut ini!

Menceritakan Kembali Isi Cerpen

Nama Siswa :

Kelas :

No.	Aspek/Indikator	Skor				
		1	2	3	4	5
1.	Isi cerita sesuai dengan isi cerpen					
2.	Cerita dikisahkan secara runtut					
3.	Bercerita dengan lancar, tidak tersendat-sendat.					
4.	Ekspresi wajah sesuai dengan kata atau kalimat yang diucapkan.					
5.	Gerakan dilakukan secara wajar tidak dibuat-buat, tidak kaku, dan tidak berlebihan.					
6.	Intonasi bervariasi sesuai dengan suasana yang diceritakan.					
7.	Kata-kata diucapkan dengan lafal yang jelas.					
8.	Menggunakan kalimat yang sederhana, efektif, dan komunikatif.					
9.	Menggunakan pilihan kata yang tepat					
10.	Bercerita dengan percaya diri, tidak takut, dan tidak minder.					
	Jumlah					

Rumus penilaian

Nilai : jumlah skor X 2 =

Tugas Rumah

Carilah ungkapan yang terdapat dalam cerpen di atas, kemudian jelaskan arti ungkapan tersebut sesuai dengan konteks kalimatnya! Kerjakan seperti contoh!

1. Carut-marut: perkataan-perkataan kasar atau kotor. Suasana yang serba tidak menentu karena suatu hal.
2.
3.
4.
5.

Refleksi

Bagaimana perasaanmu setelah mengikuti pembelajaran tadi? Menyenangkan bukan? Tentu dengan mengapresiasi karya sastra akan menambah kahazanah pengetahuan dan cakrawalakita selain dapat menikmati isinya. Ternyata banyak hal yang dapat diperoleh dengan membaca karya sastra. Selain mendatangkan hiburan dan kesenangan dengan banyak membaca karya sastra akan lebih mempertajam kepekaan sosial kita. Dengan begitu kita akan menjadi manusia-manusia yang peduli dengan lingkungan dan keadaan masyarakat sekitar kita.

C.

Membaca Intensif untuk Membedakan Fakta dan Opini dalam Teks Iklan

Kemampuan apa yang harus kamu kuasai?

Setelah mempelajari materi pembelajaran ini diharapkan kamu dapat:

1. mengidentifikasi fakta dan opini dalam teks iklan di surat kabar
2. membedakan antara fakta dan opini dalam teks iklan di surat kabar

Iklan adalah berita pesanan untuk mendorong, membujuk khalayak ramai agar tertarik pada barang dan jasa yang ditawarkan. Iklan juga dapat diartikan pemberitahuan kepada khalayak mengenai barang atau jasa yang dijual, dipasang di dalam media massa seperti surat kabar dan majalah atau di tempat-tempat umum. Ada bermacam-macam jenis iklan, misalnya iklan baris, iklan kolom, dan iklan keluarga.

Iklan dapat kita temukan di media cetak (koran majalah, buletin) maupun di media elektronika (radio televisi). Hampir semua koran atau majalah menyediakan ruang untuk memuat iklan. Setiap hari ada saja orang, lembaga, atau perusahaan yang memasang iklan untuk berbagai keperluan. Dengan demikian setiap hari kita akan dapat menemukan informasi baru berupa penawaran produk, jasa, lowongan kerja atau informasi yang lain dalam kolom iklan.

Hal ini sebagai indikator bahwa komunikasi antara pemasang iklan dengan pelanggan atau dengan pembaca dapat dijalin melalui media iklan. Oleh sebab itulah dalam pembelajaran berikut ini kamu akan diajak untuk mencermati fakta dan opini yang terdapat dalam iklan.

Menemukan Fakta dan Opini yang Terdapat dalam Teks Iklan

Amati dengan saksama teks iklan baris berikut!

RUMAH DIJUAL-BODETABEK

Dijual Cepat Rumah type 48/90 di perumahan Kota Wisata - Cluster Montreal Blok YA 15 No 15. Bebas Banjir, Kondisi standard dan bagus. Harga 220 jt nego. Hubungi (021) 82482136, 081288731588 (Farah)

Sumber: *Kompas*, 3 Maret 2007

Dalam teks iklan di atas terdapat informasi yang berupa fakta dan berupa opini. Dikatakan sebagai fakta apabila informasi itu berupa sesuatu yang benar-benar ada, benar-benar terjadi atau memang kenyataannya seperti itu. Selain itu kebenaran informasi yang berupa fakta tidak diragukan lagi. Fakta merupakan sesuatu yang sudah terjadi.

Sebaliknya sesuatu dikatakan opini atau pendapat apabila informasi dalam iklan itu merupakan ide, gagasan, pendapat, pemikiran atau penawaran untuk mempengaruhi pembaca.

Dalam iklan 1 dapat kita temukan fakta sebagai berikut:

- a. tipe rumah yang dijual 48/90
- b. terletak di perumahan Kota Wisata – cluster Montreal Blok YA 15 nomor 15,
- c. nomor telepon (021) 82482136, 081288731588.

Informasi yang berupa opini adalah:

- a. menurut pemasang iklan lokasi perumahan itu bebas banjir (*ide pemasang iklan untuk memengaruhi pembeli*).
- b. kondisi standar dan masih bagus (*ukuran standar dan bagus tidak jelas, kebenarannya perlu dibuktikan*)
- c. ditawarkan dengan harga 220 juta nego (*pemikiran*).

Tugas Kelompok

Bentuklah kelompok yang terdiri atas empat atau lima orang. Diskusikan fakta dan opini yang terdapat dalam teks iklan berikut ini.

MEMBAKAR LEMAK DALAM TUBUH DENGAN TREADMILL

Apabila seseorang mengonsumsi lebih banyak kalori daripada yang dibakarnya, maka hasilnya adalah peningkatan berat badan. Sebaliknya, apabila seseorang membakar lebih banyak kalori daripada yang dikonsumsi, hasilnya adalah penurunan berat badan. Jadi, sekarang tinggal menyesuaikan tujuan kita berolahraga untuk apa? Untuk menaikkan berat badan atau menurunkan berat badan? Yang pasti, saat ini banyak yang meninggalkan program penurunan berat badan, maka dari itu diperlukan bantuan alat fitness lain, misalnya *treadmill*. Saat ini alat fitness *treadmill* masih merupakan alat fitness favorit karena penggunaannya sangat mudah dengan hasil maksimal. *Treadmill* juga mampu membakar kalori lebih banyak dibandingkan alat fitness yang lain. Bagi Anda yang ingin menjaga kebugaran tubuh serta ingin menurunkan berat badan secara aman, maka sekarang mulailah rajin berolahraga. Di antaranya adalah dengan menggunakan *treadmill* secara teratur.

Saat ini Shaga Fitness siap memenuhi keperluan Anda untuk memenuhi alat fitness karena telah hadir di Solo dan Jogja pada pameran yang akan diadakan oleh Shaga Fitness telah menyediakan berbagai jenis alat fitness terbaru. Di antaranya *treadmill* untuk pembakaran lemak, sepeda untuk kesehatan jantung, *home game* untuk pembentukan tubuh dan sebagainya. Jenis *treadmill* yang akan dipamerkan diantaranya 009M dan LB 807F4. Pada tipe 009 M dapat dilakukan gerakan jalan, lari, *pushup*, *sit up*, berputar aerobik, dan dilengkapi dengan alat pijat yang fungsinya untuk *slimming* membantu pembakaran lemak serta untuk memperlancar peredaran darah. Alat ini juga dilengkapi dengan monitor komputer untuk menampilkan hasil latihan serta bisa dilipat untuk memudahkan dalam penyimpanan. Semua produk Shaga fitness merek Relent dilengkapi dengan kartu garansi service selamanya, serta *spare part* satu tahun gratis. Untuk informasi selengkapnya kunjungi Shaga Fitness Djogja di Malioboro Mall lantai dua dan Ambarukmo Plaza lantai lower ground telepon 517637/4331197 atau pameran Shaga Fitness Atrium Goro Assalam Solo HP 08164740458 atau 00271-716128.

Pembayaran bisa *cash* atau kredit bunga 0 persen, dan manfaatkan juga diskon selama pameran berlangsung. Jawa Pos 15 Maret 2008.

Jawa Pos , 15 Maret 2008.

Tuliskan hasil diskusi seperti dalam kolom berikut ini!

No.	Fakta	Pendapat

Latihan

Tuliskan fakta dan pendapat yang terdapat dalam iklan berikut ini!

RUMAH DIJUAL-BODETABEK

Jl ry bdg km 7,5 chrg karate cianjur dpn htl ptri krmh,dijual rmh ls
tnh 350m,ls bgnn 100 tnp prntra,hub 081318658053,0263264733

Refleksi

Kemampuan apa yang kamu kuasai sekarang? Apakah kamu sudah dapat memahami isi iklan dengan baik? Apakah kamu sudah dapat membedakan fakta dan opini dalam iklan dengan baik? Tentu sudah. Bahasa dalam iklan memang memiliki keunikan tersendiri. Antara pemasang iklan dengan pembaca atau pendengar seolah-olah sudah terjalin komunikasi yang cukup baik. Apalagi dalam iklan baris yang hanya menyediakan tempat sangat terbatas. Singkatan-singkatan yang terasa tidak lazim bagi kebanyakan orang menjadi sesuatu yang biasa bagi pemasang iklan dan pelanggan. Agar kamu dapat memahami isi iklan baris dengan baik tentu harus memahami terlebih dahulu singkatan-singkatan yang sering terdapat di dalamnya. Barulah kamu akan dapat membedakan fakta dan pendapat yang terdapat dalam teks iklan.

D. Menuliskan Kembali dengan Kalimat Sendiri Cerita Pendek yang Pernah Dibaca

Kemampuan apa yang harus kamu kuasai?

Setelah mempelajari materi kompetensi dasar ini kamu diharapkan dapat:

1. mencatat rangkaian peristiwa dalam cerpen yang pernah dibaca
2. menuliskan kembali dengan kalimat sendiri cerita pendek yang pernah dibaca

Pada pembelajaran aspek berbicara sebelumnya kamu sudah dapat menceritakan kembali isi cerpen secara lisan. Kali ini kamu diajak untuk menulis kembali cerpen yang pernah dibaca. Kamu pernah membaca cerpen, bukan? Tentu sudah. Cerpen dapat dengan mudah kamu temukan di koran, majalah, atau buku-buku kumpulan cerpen.

Cerpen adalah cerita yang selesai dibaca dalam waktu yang singkat. Ciri-ciri cerpen antara lain: 1) singkat, padu dan ringkas, 2) memiliki unsur utama berupa adegan, tokoh, dan gerakan, 3) bahasanya tajam, sugestif dan menarik perhatian, 4) memberikan efek tunggal dalam pikiran pembaca.

Cerpen dipandang sebagai karya sastra yang banyak ditulis akhir-akhir ini. Cerpen paling luwes disajikan di koran atau majalah, maupun buku-buku kumpulan cerpen. Itulah sebabnya cerpen makin populer di kalangan masyarakat. Terlebih adanya seni pembacaan cerpen yang dikemas dengan baik sehingga lebih mempopulerkan cerpen. Bertolak dari sinilah kamu harus mampu menceritakan kembali isi cerpen yang pernah kamu baca dengan kalimat-kalimatmu sendiri. Keterampilan ini akan mengantarkan kamu untuk terampil menulis cerpen.

1. Menemukan Unsur Intrinsik Cerpen

Unsur intrinsik adalah unsur-unsur yang terdapat dalam cerpen itu sendiri. Unsur intrinsik cerpen meliputi tema, tokoh, penokohan, latar, alur, serta pesan atau amanat.

Ingatlah kembali cerpen berkesan yang pernah kamu baca, kemudian tuliskan unsur intrinsik cerpen di atas dalam kolom berikut ini!

No.	Unsur Intrinsik Cerpen	Uraian/Penjelasan
1.	Tema	
2.	Tokoh	
3.	Karakter tokoh	
4.	Alur	
5.	Pesan/amanat	

2. Mencatat Rangkaian Peristiwa dalam Cerpen yang Pernah Dibaca

Setelah kamu tulis unsur intrinsik cerpen yang pernah kamu baca, tuliskan rangkaian peristiwa yang terdapat dalam cerpen tersebut. Rangkaian peristiwa yang menjalin plot atau alur cerita pada umumnya meliputi:

- eksposisi atau paparan awal cerita
- munculnya permasalahan.
- meningkatkan konflik dalam cerita
- konflik yang semakin kompleks
- puncak konflik atau klimaks
- penyelesaian cerita

Tuliskan rangkaian peristiwa dalam cerpen yang pernah kamu baca itu seperti dalam kolom berikut:

No.	Tahapan alur	Uraian/Penjelasan
1.	eksposisi atau paparan awal cerita	
2.	munculnya permasalahan	
3.	meningkatkan konflik dalam cerita	
4.	konflik yang semakin kompleks	
5.	puncak konflik atau klimaks	
6.	penyelesaian cerita	

Latihan

Setelah semua rangkaian peristiwa dalam cerpen yang pernah kamu baca sudah kamu tulis, sekarang tuliskan kembali dengan kalimat-kalimatmu sendiri isi cerpen tersebut dengan baik. Gunakan bahasa Indonesia yang baik dan benar dengan memperhatikan ejaan dan tanda baca yang benar!

3. Menggabungkan Kalimat untuk Menyatakan Perbandingan dalam Menuliskan Kembali Isi Cerpen

Dalam menulis karangan kita sering menggunakan kalimat yang panjang. Kalimat-kalimat yang penjang itu dapat berupa penggabungan dua kalimat atau lebih. Penggabungan dua kalimat atau lebih dapat digunakan untuk menyatakan perbandingan atau sebab akibat. Berikut ini akan dibahas penggabungan kalimat untuk menyatakan perbandingan dalam menulis kembali cerpen yang pernah dibaca.

Perhatikan contoh:

- a. *Daripada* melamun, Aisyah membaca buku.
- b. Ia sangat kebingungan *seperti* ayam kehilangan induk.
- c. Ia tidak memiliki pendirian yang tetap *ibarat* air di atas daun talas.
- d. Toni selalu berhati-hati dalam bertindak *sebagaimana* ayahnya yang selalu mempertimbangkan segala tindakan yang akan dilakukannya.

Kata sambung yang digunakan untuk menggabungkan kalimat yang isinya menyatakan perbandingan antara lain *daripada, alih-alih, seperti, ibarat, laksana, sebagaimana*.

Latihan

1. Gabungkan pasangan kalimat berikut ini sehingga menjadi kalimat yang isinya menyatakan perbandingan!
 - a. 1) Saya akan menjaganya sampai tua.
2) Ia mengasuhku waktu kecil.
3)
 - b. 1) Apa yang dilakukan sia-sia saja.
2) Menegakkan benag basah.
3)
 - c. 1) Ayah lebih suka naik sepeda motor.
2) Ayah naik mobil.
3)
 - d. 1) Keadaan semakin genting.
2) Telur di ujung tanduk
3)
 - e. 1) Penjambret itu dengan cepat menyambar tas korban.
2) Seekor elang menyambar mangsanya.
3)

2. Gunakan peribahasa berikut ini untuk melengkapi kalimat yang menyatakan perbandingan!

air dengan minyak
mendapat durian runtuh
durian dengan mentimun
menghitung bulu kucing
kambing yang dimandikan
katak di dalam tempurung
aur dengan tebing
kucing dibawakan lidi
pinang dibelah dua

- a. punggung merindukan bulan Ternyata pekerjaan itu tidak disenangi kakak. Ia ogah-ogahan bekerja di perusahaannya sekarang, ibarat
- b. Kedua kakak beradik itu mirip benar bak.
 - a. Keinginannya tak mungkin tercapai laksana
 - b. Kedua lawan itu benar-benar tidak seimbang bagai
 - c. Mereka tidak pernah akur seperti
 - d. Nasabah BCA benar-benar tidak menyangka kalau akan mendapat hadiah berupa mobil kijang bagai
 - e. Sepasang kekasih itu selalu berdampingan bagai
 - f. Karyawan yang baru saja melakukan kesalahan itu sangat ketakutan seperti
 - g. Pengetahuannya ternyata sangat terbatas bagai.....
 - h. Ia benar-benar kesulitan untuk mengerjakan tugas ini, karena apa yang harus dikerjakan itu ibarat

Refleksi

Bagaimana kemampuan bercerita yang kamu miliki sekarang? Makin baik bukan? Kamu sudah mampu menceritakan kembali cerpen baik secara lisan maupun tulisan. Kemampuan menceritakan kembali cerpen yang pernah kamu baca ini menjadi modal dasar bagi kamu untuk mampu menulis cerpen. Tema dalam menulis cerpen dapat diperoleh pengalaman maupun hasil pengamatan. Mulailah belajar menulis cerpen sederhana berdasarkan cerita yang pernah kamu baca.

Rangkuman

Dialog interaktif merupakan bentuk tanya jawab antara pembawa acara dengan narasumber mengenai suatu topik tertentu. Dalam dialog interaktif pendengar atau pemirsa dapat terlibat secara langsung untuk menanggapi atau bertanya kepada narasumber secara langsung. Dengan demikian topik yang dibahas akan semakin tajam dan mendalam. Narasumber dalam dialog biasanya lebih dari satu. Hal ini bertujuan untuk menjaga keseimbangan informasi yang disajikan.

Menceritakan kembali isi cerpen dapat dilakukan secara lisan maupun tertulis. Agar cerita yang disampaikan sistematis, sebelum bercerita terlebih dulu membuat kerangka cerita. Kerangka cerita dapat digunakan sebagai panduan dalam bercerita. Menceritakan kembali cerpen secara lisan harus memperhatikan penampilan, pelafalan, intonasi, kelancaran, menggunakan kalimat yang efektif dan komunikatif, disertai dengan gerakan yang wajar.

Iklan merupakan pemberitahuan kepada khalayak mengenai barang atau jasa yang ditawarkan melalui media. Informasi yang disampaikan dalam iklan dapat berupa fakta maupun opini. Fakta adalah sesuatu yang benar-benar ada atau terjadi. Fakta adalah suatu kenyataan yang kebenarannya tidak diragukan. Opini adalah sesuatu yang masih berupa pemikiran, pendapat atau gagasan. Opini dalam iklan berfungsi mempengaruhi pembaca agar tertarik terhadap barang atau jasa yang ditawarkan. Fakta dan opini dalam iklan dapat dibedakan dengan menganalisis isi informasi itu. Jika informasi yang disajikan itu kenyataan, sungguh-sungguh ada atau terjadi, serta kebenarannya tidak dapat disangkal, maka informasi itu termasuk fakta. Sebaliknya jika informasi itu berupa gagasan atau pemikiran maka informasi itu merupakan pendapat.

Menulis kembali isi cerpen yang pernah dibaca dapat dilakukan dengan menuangkan kembali isi cerpen dalam rangkaian cerita. Secara umum rangkaian cerita dalam alur meliputi : eksposisi atau paparan awal cerita, munculnya permasalahan, meningkatnya konflik dalam cerita, konflik yang semakin kompleks, puncak konflik atau klimaks, dan penyelesaian cerita. Jika tahap-tahapan itu sudah dapat ditulis kembali, maka tahapan itu dapat dikembangkan menjadi cerpen dengan bahasa dan kalimat-kalimat yang baru.



1. Dengarkan dialog interaktif yang akan diperdengarkan oleh Bapak/Ibu guru. Setelah selesai kerjakan soal-soal berikut ini!
 - a. Jelaskan hal-hal penting yang disampaikan oleh narasumber!
 - b. Buatlah kesimpulan isi dialog!
2. Bacalah cerpen berikut ini, kemudian ceritakan isinya dengan bahasamu sendiri secara lisan di depan kelas!

Wabah

Cerpen A. Mustofa Bisri

Mula-mula tak ada seorang pun di rumah keluarga besar itu yang berterus terang. Masing-masing memendam pengalaman aneh yang dirasakannya dan curiga kepada yang lain. Masing-masing hanya bertanya dalam hati, "Bau apa ini?" Lalu keadaan itu meningkat menjadi bisik-bisik antar "kelompok" dalam keluarga besar itu. Kakek berbisik-bisik dengan nenek. "Kau mencium sesuatu, nek?"

"Ya. Bau aneh yang tak sedap!" jawab nenek.

"Siapa gerangan yang mengeluarkan bau aneh tak sedap ini?"

"Mungkin anakmu."

"Belum tentu; boleh jadi cucumu!"

"Atau salah seorang pembantu kita."

Ayah berbisik-bisik dengan ibu. "Kau mencium sesuatu, Bu?"

"Ya. Bau aneh yang tak sedap!" jawab ibu.

"Siapa gerangan yang mengeluarkan bau aneh tak sedap ini?"

"Mungkin ibumu."

"Belum tentu; boleh jadi menantumu."

"Atau salah seorang pembantu kita."

Demikianlah para menantu pun berbisik-bisik dengan istri atau suami masing-masing. Anak-anak berbisik antarmereka. Para pembantu berbisik-bisik antarmereka. Kemudian keadaan berkembang menjadi bisik-bisik lintas "kelompok". Kakek berbisik-bisik dengan ayah atau menantu laki-laki atau pembantu laki-laki. Nenek berbisik-bisik dengan ibu atau menantu perempuan atau pembantu perempuan. Para menantu berbisik-bisik dengan orang tua masing-masing. Ibu berbisik-bisik dengan anak perempuannya atau menantu perempuannya atau pembantu perempuan. Ayah berbisik-bisik dengan anak laki-lakinya atau menantu laki-lakinya atau pembantu laki-laki. Akhirnya semuanya berbisik-bisik dengan semuanya.

Bau aneh tak sedap yang mula-mula dikira hanya tercium oleh masing-masing itu semakin menjadi masalah, ketika bisik-bisik berkembang menjadi saling curiga antarmereka. Apalagi setiap hari selalu bertambah saja anggota keluarga yang terang-terangan menutup hidungnya apabila sedang berkumpul. Akhirnya setelah semuanya menutup hidung setiap kali berkumpul, mereka pun sadar bahwa ternyata semuanya mencium bau aneh tak sedap itu.

Mereka pun mengadakan pertemuan khusus untuk membicarakan masalah yang mengganggu ketenangan keluarga besar itu. Masing-masing tidak ada yang mau mengakui bahwa dirinya adalah sumber dari bau aneh tak sedap itu. Masing-masing menuduh yang lainlah sumber bau aneh tak sedap itu.

Untuk menghindari pertengkaran dan agar pembicaraan tidak mengalami deadlock, maka untuk sementara fokus pembicaraan dialihkan kepada menganalisa saja mengapa muncul bau aneh tak sedap itu.

Alhasil, didapat kesimpulan yang disepakati bersama bahwa bau itu timbul karena kurangnya perhatian terhadap kebersihan. Oleh karena itu diputuskan agar semua anggota keluarga meningkatkan penjagaan kebersihan; baik kebersihan diri maupun lingkungan. Selain para pembantu, semua anggota keluarga diwajibkan untuk ikut menjaga kebersihan rumah dan halaman. Setiap hari, masing-masing mempunyai jadwal kerja bakti sendiri. Ada yang bertanggung jawab menjaga kebersihan kamar tidur, ruang tamu, ruang makan, dapur, kamar mandi, dan seterusnya. Sampah tidak boleh dibuang di sembarang tempat. Menumpuk atau merendam pakaian kotor dilarang keras.

Juga disepakati untuk membangun beberapa kamar mandi baru. Tujuannya agar tak ada seorang pun anggota keluarga yang tidak mandi dengan alasan malas. Siapa tahu bau itu muncul justru dari mereka yang malas mandi. Di samping itu, semua anggota keluarga diharuskan memakai parfum dan menyemprot kamar masing-masing dengan penyedap ruangan. Semua benda dan bahan makanan yang menimbulkan bau seperti trasi, ikan asin, jengkol, dan sebagainya dilarang dikonsumsi dan tidak boleh ada dalam rumah. Setiap jengkal tanah yang dapat ditanami, ditanami bunga-bunga yang berbau wangi seperti mawar, melati, kenanga, dan sebagainya.

Ketika kemudian segala upaya itu ternyata tidak membuahkan hasil dan justru bau aneh tak sedap itu semakin menyengat, maka mereka menyepakati untuk beramai-ramai memeriksakan diri. Jangan-jangan ada seseorang atau bahkan beberapa orang di antara mereka yang mengidap sesuatu penyakit. Mereka percaya ada beberapa penyakit yang dapat menimbulkan bau seperti sakit gigi, sakit lambung, paru-paru, dan sebagainya. Pertama-tama mereka datang ke puskesmas dan satu per satu mereka diperiksa. Ternyata semua dokter puskesmas yang memeriksa mereka menyatakan bahwa mereka semua sehat. Tak ada seorang pun yang mengidap sesuatu penyakit. Tak puas dengan pemeriksaan di puskesmas, mereka pun mendatangi dokter-dokter spesialis; mulai dari spesialis THT, dokter gigi, hingga ahli penyakit dalam. Hasilnya sama saja. Semua dokter yang memeriksa tidak menemukan kelainan apa pun pada kesemuanya.

Mereka merasa gembira karena oleh semua dokter —mulai dari dokter puskesmas hingga dokter-dokter spesialis— di kota, mereka dinyatakan sehat. Setidak-tidaknya bau aneh dan busuk yang meruap di rumah mereka kemungkinan besar tidak berasal dari penyakit yang mereka idap. Namun ini tidak memecahkan masalah. Sebab bau aneh tak sedap itu semakin hari justru semakin menyesak dada. Mereka pun berembug kembali.

“Sebaiknya kita cari saja orang pintar;” usul kakek sambil menutup hidung, “siapa tahu bisa memecahkan masalah kita ini.”

“Paranormal, maksud kakek?” sahut salah seorang menantu sambil menutup hidung.

“Paranormal, kiai, dukun, atau apa sajarah istilahnya; pokoknya yang bisa melihat hal-hal yang gaib.”

“Ya, itu ide bagus,” kata ayah sambil menutup hidung mendukung ide kakek, “Jangan-jangan bau aneh tak sedap ini memang bersumber dari makhluk atau benda halus yang tidak kasat mata.”

“Memang layak kita coba,” timpal ibu sambil menutup hidung, “orang gede dan pejabat tinggi saja datang ke “orang pintar” untuk kepentingan pribadi, apalagi kita yang mempunyai masalah besar seperti ini.”

Ringkas kata akhirnya mereka beramai-ramai mendatangi seorang yang terkenal “pintar”. “Orang pintar” itu mempunyai banyak panggilan. Ada yang memanggilnya Eyang, Kiai, atau Ki saja. Mereka kira mudah. Ternyata pasien “orang pintar” itu jauh melebihi pasien dokter-dokter spesialis yang sudah mereka kunjungi. Mereka harus antre seminggu lamanya, baru bisa bertemu “orang pintar” itu. Begitu masuk ruang praktik sang Eyang atau sang Kiai atau sang Ki, mereka terkejut setengah mati. Tercium oleh mereka bau yang luar biasa busuk. Semakin dekat mereka dengan si “orang pintar” itu, semakin dahsyat bau busuk menghantam hidung-hidung mereka. Padahal mereka sudah menutupnya dengan semacam masker khusus. Beberapa di antara mereka sudah ada yang benar-benar pingsan. Mereka pun balik kanan. Mengurungkan niat mereka berkonsultasi dengan dukun yang ternyata lebih busuk baunya daripada mereka itu.

Keluar dari ruang praktik, mereka baru menyadari bahwa semua pasien yang menunggu giliran ternyata memakai masker. Juga ketika mereka keluar dari rumah sang dukun mereka baru ngeh bahwa semua orang yang mereka jumpai di jalan, ternyata memakai masker.

Mungkin karena beberapa hari ini seluruh perhatian mereka tersita oleh problem bau di rumah tangga mereka sendiri, mereka tidak sempat memperhatikan dunia di luar mereka. Maka ketika mereka sudah hampir putus asa dalam usaha mencari pemecahan problem tersebut, baru mereka kembali membaca koran, melihat TV, dan mendengarkan radio seperti kebiasaan mereka yang sudah-sudah. Dan mereka pun terguncang. Dari siaran TV yang mereka saksikan, koran-koran yang mereka baca, dan radio yang mereka dengarkan kemudian, mereka menjadi tahu bahwa bau aneh tak sedap yang semakin hari semakin menyengat itu ternyata sudah mewabah di negerinya.

Wabah bau yang tak jelas sumber asalnya itu menjadi pembicaraan nasional. Apalagi setelah korban berjatuh setiap hari dan jumlahnya terus meningkat. Ulasan-ulasan cerdas pandai dari berbagai kalangan ditayangkan di semua saluran TV, diudarkan melalui radio-radio, dan memenuhi kolom-kolom koran serta majalah. Bau aneh tak sedap itu disoroti dari berbagai sudut oleh berbagai pakar berbagai disiplin. Para ahli kedokteran, ulama, aktivis LSM, pembela HAM, paranormal, budayawan, hingga politisi, menyampaikan pendapatnya dari sudut pandang masing-masing. Mereka semua—seperti halnya keluarga besar kita—mencurigai banyak pihak sebagai sumber bau aneh tak sedap itu. Tapi—seperti keluarga besar kita—tak ada seorang pun di antara mereka yang mencurigai dirinya sendiri.

Hingga cerita ini ditulis, misteri wabah bau aneh tak sedap itu belum terpecahkan. Tapi tampaknya sudah tidak merisaukan warga negeri—termasuk keluarga besar itu—lagi. Karena mereka semua sudah terbiasa dan menjadi kebal. Bahkan masker penutup hidung pun mereka tak memerlukannya lagi. Kehidupan mereka jalani secara wajar seperti biasa dengan rasa aman tanpa terganggu. ***

Rembang, 6 Juni 2003

Sumber : [HTTP://KUMPULAN-CERPEN.BLOGSPOT.COM/](http://KUMPULAN-CERPEN.BLOGSPOT.COM/)

3. Tuliskan fakta dan pendapat yang terdapat dalam teks iklan berikut ini!

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4. Tulislah kembali dengan singkat cerpen yang pernah kamu baca selain yang sudah kamu kerjakan dalam pembelajaran menulis cerpen di atas!

IS IT TRUE THAT POVERTY IS CAUSED BY UNEMPLOYMENT?





<http://www.tempointeraktif.com>

There are many social problems in your daily life. Sometimes you do not know why and how the problems occur. You are curious about them, you wonder why the problems are there, and you think of whether it is possible to solve the problems. Do you know how to express your curiosity and say whether something possible or impossible?

In this unit you will learn about explanation texts. You will learn how to read and write explanation texts through challenging tasks.

A. Let's Get Ready



Task 1

Do you know some social problems in Indonesia? Write the following social problems using the words in the box.

poverty unemployment corruption crime violence



Pictures:

1. <http://www.tempointeraktif.com>
2. <http://surabayacity.files.wordpress.com>
3. <http://agusnizami.files.wordpress.com>
4. <http://www.kabblitar.go.id>
5. <http://www.suarantb.com>



Task 2

Based on your knowledge, discuss the following questions in small groups of three.

1. What are the main social problems of our country?
2. Is unemployment one of the social problems?
3. What is unemployment?
4. Why are many people unemployed?
5. What are the effects of unemployment?
6. What should the government do to minimize unemployment?

B. Let's Act



1. Listen and Speak



Task 3

Study the words in the box before listening to a speech on the causes of poverty and then answer the questions. The listening script is in the Appendix.

deprivation [dɛprɪ'veɪʃn] (kb)	: kerugian/ kehilangan
citizen ['sɪtɪzən] (kb)	: warga negara
erosion [ɪ'rəʊʒn] (kb)	: erosi
vicious ['vi:ʃəs] (ks)	: buruk
exhaustion [ɪg'zɔ:stʃn] (kb)	: kelelahan
desertification [dɪzə:tɪfɪ'keɪʃn] (kb)	: penggersangan
degrade [dɪ'grɛɪdɪd] (kkt)	: menurunkan
fertile ['fɜ:təl] (ks)	: subur

Questions

1. What is poverty?
2. What are the tangible things that determine our quality of life?
3. What are the intangible things that determine our quality of life?
4. What are the causes of poverty?
5. In what way does intensive farming cause poverty?



Task 4

Study the words below before you listen to a conversation between Adib and Ayu. Then, state whether the statements are TRUE (T) or FALSE (F) according to the conversation. Correct the false statements.



<http://www.cnn.com>

No	Statements	T	F
1.	There are beggars in our country.		
2.	Poverty is our country's biggest problem.		
3.	There are many jobless people in Indonesia.		
4.	The government has managed to solve the unemployment problem.		
5.	Villagers suffer more than those who live in the city.		



Task 5

Study the expressions below.

Expressing Curiosity

In the conversation between Adib and Ayu, you find the following expression:

I wonder why the government is slow in solving this problem.

The expression is used to show CURIOSITY.

Here are some other expressions to show your curiosity.

- *I wonder what causes poverty.*
- *I wish I knew more about unemployment problems.*
- *How on earth ...?*
- *I'd be very interested to know ...*



Task 6

In pairs, express your curiosity in the situations below.

1. You have just come back to your hometown. There are many villagers who live in poverty. You want to know why.
2. You are watching a TV news programme and you learn that many people are fired. You want to know if they get their rights.
3. You try to offer a beggar a job but he refuses. You wonder why.
4. You see some invalid beggars at traffic lights. You wonder how they get there.
5. You read an article in a newspaper reporting that unemployment is getting worse. You are eager to know the government plans to solve the problem.



Task 7

Let's say it right.

In the conversation between Adib and Ayu, you find the word 'authority'.
How do you pronounce it?

authority [ɔ:'θɔ:rti]

The vowel letter 'a' when followed by -u plus consonant letters is pronounced [ɔ:]

Now, pronounce the following words.

- | | |
|------------------------|----------------------------|
| 1. taught [tɔ:t] | 6. authentic [ɔ:'θentɪk] |
| 2. author [ˈɔ:θɔ] | 7. authority [ɔ:'θɔ:rti] |
| 3. audience [ˈɔ:diəns] | 8. autonomous [ɔ:'tɒnɒməs] |
| 4. august [ˈɔ:gəst] | 9. auxiliary [ɔ:g'zɪliəri] |
| 5. autumn [ˈɔ:təm] | 10. auction [ˈɔ:kʃn] |



Task 8

Study the dialogue below. Check your understanding by answering the questions. Then, perform the dialogue with your partner.

Situation: Adib and Ayu have a talk before the class begins.

- Adib : Do you think there is a possibility to solve the unemployment problem totally soon?
- Ayu : I'm sure there is. As a matter of fact, the government has planned some strategies to do that.
- Adib : Is it possible that the government can eradicate poverty?
- Ayu : Well, I don't think it is possible. Poverty is a complex matter. It is not only about jobless people but also people who live with little work. It is hardly possible to eliminate poverty. And, to tell you the truth, the government simply cannot create jobs for all people.
- Adib : So, I think people must create their own jobs.
- Ayu : Well, you're right. It is what we call as entrepreneurship.
- Adib : Yes, people do not need to wait for the job provided by the government.
- Ayu : Yes, absolutely.
-

Questions

1. Does Ayu think that there is a possibility to solve the unemployment problem soon? Why?
 2. Why does Ayu not think that the government can eliminate poverty?
 3. What does Adib think about what the unemployed people should do?
 4. What is entrepreneurship?
 5. Why can the jobless people not wait until the government create jobs for all?
-



Task 9

Study the expressions below.

Discussing Possibilities

In the conversation above, you find some expressions to express different meanings. Here are the expressions.

Asking for possibilities:

Do you think there is a possibility to solve the unemployment problem totally soon?
Is it possible that the government can eradicate poverty?

Saying that something is possible:

I'm sure there is.

Saying that something is not possible:

Well, I don't think it is possible.

Here are some other expressions.

Asking for possibilities

- Would there be any possibility ...?
- Is it possible ...?
- Would it be possible ...?

Saying that something is possible

- I think there is a little possibility ...
- Maybe/Perhaps/Probably ...
- I assume/believe ...

Saying that something is not possible

- I don't think ...
- It's impossible/not possible ...
- Maybe/Perhaps/Probably not.



Cultural Tips

- Americans prefer directness in communication. When Americans say “yes” or “no,” they mean precisely that. “Maybe” really does mean “it might happen”; it does not mean “no.”
- However, do not expect a Japanese person to say “no.” “Maybe” generally means “no.”



Task 10

In pairs, study the dialogue below. Then, write down the expressions you find in the dialogue in the space provided.

Virga and Arnys are discussing why people abuse drugs.

- Virga : I'm curious why many people are unemployed. I think it is a real problem.
Arnys : Well, I once heard that they are unskilled.
Virga : Is it so?
Arnys : I'm not so sure about it. All I know is that unskilled persons are usually lazy.
Virga : Is it possible for the unskilled people to get a job?
Arnys : I think so. If they are lucky there might be employers who recruit them.
Virga : But I think it will be hard for such people to get a good job with a good salary.
Arnys : Well, there is always a possibility for them to get a job, especially when they are willing to learn
Virga : Yes, I agree with you.

Asking for possibilities

- 1.
- 2.

Saying what you think is possible

- 1.
- 2.

Saying what you think is not possible

- 1.
- 2.



Task 11

Complete the following short dialogues. Number 1 has been done for you as an example.

1. Retno : Is it possible for an unskilled person to get a job?
You : I don't think it is. Such a person cannot compete in the job market.
2. Retno : Do you think most villagers live in poverty?
You : _____

3. Retno : If you are a skilled person, will there be any possibility that you can get a good job soon?
You : _____

4. Retno : Suppose you are a lazy person. Is there any possibility for you to earn a lot of money?
You : _____

5. Retno : Is it possibly true that poverty leads to an unhappy life?
You : _____

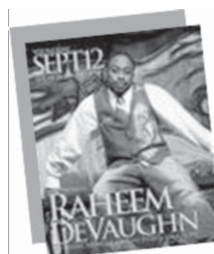


Task 12

Let's sing a song.

Is It Possible
Raheem DeV Vaughn

Question:
Can a smile lead to a hello
And a hello lead to a first date and
a first date to a can't wait to do it again
Ain't no pressure (no)
Can just let love develop
Get to know one another
From a sister
To a brother



I'm just wondering
I'm just wondering
If we start as friends
I'm just wondering
If you have a man
I'm just wondering
If I could be around, permanent
How can I get down?

I'm just wondering
 What do you see
 When you look at me
 In your beliefs, Do dreams come true?
 Cuz I dream of you, of holding you
 I'm wondering...

Chorus:

Is it possible
 For you to see
 That maybe you and I could be
 Is it possible
 For you to see
 That maybe you said I could be
 Say it's possible
 For you to see that maybe you and I could be
 Is it possible
 To be logical
 For you to see that we could be

2nd verse:
 Patience, I was born with plenty
 So if and when you're ready
 Have some faith girl
 And we can step out on faith
 Cuz baby I'm not your everyday, average man
 Spittin everyday, average lust
 Or rehearse girl. I speak the truth at all times
 So if you're wonderin, (if) This is too far feteched
 If you're wonderin, this is no conquest
 To love you, then leave you there,
 so I'm wondering, wondering

Taken from: <http://www.lyricsdir.com>



2. Read and Write



Task 13

Virga wants to know more about unemployment. She finds an article in the internet. In pairs, read the text and check your comprehension by answering the questions. The words in the box below may help you comprehend the text.

unemployment [ʌnɪm'plɔɪmənt] (kb)	: pengangguran
rate [reɪt] (kb)	: angka
welfare ['welfeə] (kb)	: kesejahteraan
ascribe [ə'skraɪb] (kkt)	: berkaitan
intervention [ɪntə'venʃn] (kb)	: campur tangan
mismatch [mɪsmætʃ] (kb)	: ketidaksesuaian

How Unemployment Occurs

Unemployment is the state in which a person is without work, available to work, and is currently seeking work. The unemployment rate is used in economic studies and economic indexes such as the United States' Conference Board's Index of Leading Indicators. The rate is determined as the percentage of those in the labour force without jobs. There are some of common types of unemployment.

Firstly, frictional unemployment occurs when a worker moves from one job to another job. While **he** searches for a job he is experiencing frictional unemployment. This is a productive part of the economy, increasing both the worker's long term welfare and economic efficiency.

Secondly, classical or real-wage unemployment occurs when real wages for a job are set above the market-clearing level. **This** is often ascribed to government intervention, as with the minimum wage, or labour unions.

Thirdly, structural unemployment is caused by a mismatch between jobs offered by employers and potential workers. This may pertain to geographical location, skills, and many other factors. If such a mismatch exists, frictional unemployment is likely to be more significant as well.

Fourthly, seasonal unemployment occurs when an occupation is not in demand at certain seasons.

Lastly, cyclical or *Keynesian* unemployment, also known as demand deficient unemployment, occurs when there is not enough aggregate demand for the labour. This is caused by a business cycle recession and wages not falling to meet the equilibrium rate.

Adapted from: Wikipedia free encyclopaedia-last update 190408

Questions

1. What is unemployment?
2. How does frictional unemployment occur?
3. How does classical unemployment occur?
4. What is structural employment caused by?
5. When does seasonal unemployment occur?
6. What is caused by a business cycle recession?
7. What do the following words refer to?
 - a. "he" in paragraph 2: _____.
 - b. "this" in paragraph 3: _____.



Task 14

Study the rules below.

The text in Task 13 is an explanation text. The purpose of the text is to tell how and why things occur in scientific and technical fields.

Read again the text in Task 13 and you will find that the text has the following elements.

1. **The general statement** or phenomenon of topic discussed
2. **Explanation sequences** which may be related according to time or cause, or according to both relationships
3. **A concluding statement (optional)**

Common grammatical patterns of an explanation text include:

- general and abstract nouns
- action verbs
- simple present tense
- passive voice
- conjunctions of time and cause



Task 15

Work in pairs. Read the next article entitled *Rural Poverty in Indonesia* and find the meanings of the words below based on the context. Then, read the text again and state whether the statements are true or false.

struggle ['strʌɡl] (kb)	:
rural ['rʊərəl] (ks)	:
progressive [prə'ɡresɪv] (ks)	:
collapse [kə'læps] (kb)	:
financial [fɪ'nænsɪl] (ks)	:
upheaval [ʌp'hi:vəl] (kb)	:
toll [təʊl] (kb)	:
hardships ['hɑ:dʃɪp] (kb)	:
expenditures [ɪk'spendɪtʃə] (kb)	:
debt [det] (kb)	:
reduction [rɪ'dʌkʃn] (kb)	:

Rural Poverty in Indonesia

More than half of Indonesia's 235 million people are poor. Most struggle to survive on less than US\$2 a day, and are at risk of even more severe poverty. Approximately 60 per cent of the populations live in rural areas where agriculture is the main source of livelihood.

Poverty has always been a concern in Indonesia. First, in the 1970s the country entered a period of steady economic growth, accompanied by progressive social development. Then in 1997 and 1998 the Indonesian economy came close to collapse, when a financial crisis swept through South-Eastern Asia. Before the crisis, 16.8 per cent of the country's families were officially classified as poor. At the height of the financial upheaval, the proportion of poor households in the country doubled. Although the crisis hit harder in urban areas, recovery was also more rapid in the cities and towns. Instead, in rural areas, poverty is greater than it was before the financial crisis. Millions of small farmers, farm workers and fishers are materially and financially unable to tap into the opportunities offered by years of economic growth.



Then, the financial crisis also took a heavy toll on the government's budget. At a time when government spending was needed to help reduce economic hardships weighing on poor people, social expenditures such as spending for health and education had to be cut. Even today, the government's heavy debt burden means that there are few resources to help finance poverty reduction programmes.

Adapted from: <http://www.ruralpovertyportal.org>

Picture: <http://www.ri.net>

State whether the statements below are TRUE (T) or FALSE (F) according to the text.

No	Statement	T	F
1.	More than 50% of Indonesia's 235 million people are poor.		
2.	Most Indonesians live in urban areas where agriculture is the main source of livelihood.		
3.	In the 1970s the country entered a period of steady economic growth, accompanied by reductive social development.		
4.	After the crisis, 16.8% of the country's families were officially classified as rich.		
5.	Poverty is greater than the financial crisis.		
6.	The financial crisis took a heavy toll on the government's financial budget.		



Task 16

Find the words in the text which have similar meanings to the following words. The first letter is already given.

1. scarcity, deficiency = p_____
2. about, around = a_____
3. occupation, source of revenue = l_____
4. fall down, end = c_____
5. quantity, percentage, amount = p_____
6. fast, quick, swift = r_____
7. development, increase = g_____
8. decrease, lessening = r_____



By the Way...

- ✓ An employer is person or organization that gives work to people and pays them.
- ✓ An employee is person who is employed.
- ✓ Employment is regular paid work.



Task 17

Study the rule below.

Passive Voice

In **Task 15** you find a sentence like:

At a time when government spending **was needed** to help reduce economic hardships weighing on poor people, social expenditures such as spending for health and education had to be cut.

The verb phrase 'was needed' in the sentence above is in the passive form:

BE + PAST PARTICIPLE

Be can be in any of its forms: *am, is, are, was, were, has been, have been, will be*, etc.

THE PAST PARTICIPLE follows **BE**. For regular verbs, the past participle ends in *-ed* (e.g. smoked, impaired). Some past participles are irregular (e.g. *taught*).

Be can be in any of its forms:

- Present (I) : is, am, are
- Past (II) : was, were,
- Past perfect : been
- Past participle (V-ing): being

The formula is : **Subject + be + VIII + by + Agent/doer**

For example:

active → Many students study **Sociology**.

passive → **Sociology** is studied by many students.

be V3 by



Task 18

Express the ideas below in passive voice forms.

1. Investors will handle monetary crisis.
 2. Donny helps many beggars.
 3. Ronny donates money to some of rural people in Jakarta.
 4. Poverty has destroyed the future of children.
 5. My school is going to conduct a job fair workshop.
 6. Financial crisis impacts the employment in Indonesia.
 7. Many people join seminars to reduce unemployment rate.
 8. Poverty changes the dream of many children.
-



Task 19

The followings are some information about the solution of unemployment. From the information you have, create one or two paragraphs to explain how to solve unemployment.

- Solutions to unemployment may be as simple as getting a job, or getting more training.
 - In societies, the solutions can be:
 1. *Philips Curve* involves increasing inflation to reduce unemployment by fooling workers into accepting jobs at a lower rate than they would otherwise have done, due to the declining value of money
 2. Monetary policy and fiscal policy
 3. Removing the minimum wage and reducing the power of unions
 4. Supply side policies, which include cutting taxes on businesses and reducing regulation
-



Task 20

Find two texts on how to solve poverty in Indonesia and answer the questions below.

Questions

1. What happens to Indonesia nowadays?
 2. Why does it happen?
 3. How does it happen?
 4. What does the writer propose to do to solve the poverty?
 5. What is the writer's conclusion?
-

C. Let's Do More



Task 21

Project

There are other kinds of social problems such as crime, violence, and corruption. Find information about one of them including the solution. Write a paragraph explaining what the social problem is and how to solve it.



<http://media.canada.com>



<http://img.timeinc.net>



<http://www.granitegrok.com>

D. Let's Check Your Competence



Task 22

Using the information below, in pairs create a dialogue to express your curiosity about what is being done to control unemployment and discuss the possible ways to control unemployment.

What is Being Done to Control Unemployment?

A certain amount of unemployment is not controllable, since at any given point in time people will be in between jobs. Furthermore, unemployment is too low, then the economy is considered to be over-heated and inflation is then more of a concern. Therefore, an unemployment rate below 4% is considered full employment.

In fact, a certain amount of unemployment is factored into any attempt to control inflation. Although economists don't agree on specifics, it is widely accepted that a certain number of jobs must be lost to control each 10th of a percentage point of inflation.

However, if inflation is below 2-3%, and unemployment is above 4%, then ways to stimulate the economy are considered. The primary method for the Federal Reserve is to change monetary policy by reducing the Fed Funds Rate. This lowers overall interest rates and spurs businesses to borrow money to invest in their businesses and eventually hire more workers. Low interest rates also boost the housing market, creating wealth and increasing personal consumption spending.

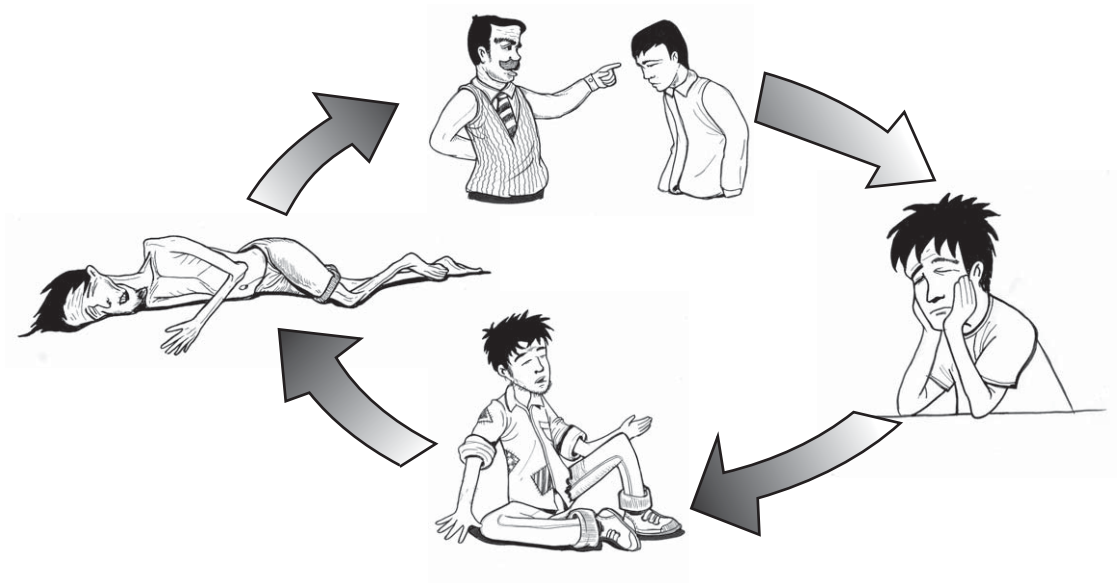
The secondary method is through fiscal policy. The Government can directly create jobs through increased spending on government projects, as happened in the New Deal, or through tax cuts, which stimulates spending just like an interest rate decrease.

Adapted from: <http://useconomy.about.com>



Task 23

Write an explanation text based on the figure below and then decide your conclusion.



E. Let's Make a Reflection

Reflect on your learning in this unit and write down your reflection in the space below.

What I like best in this unit :

What I don't like in this unit:

The improvement I have made after learning English in this unit:

F. Let's Make a Summary

In this unit you learn:

1. How To Express Curiosity

- *I wonder what causes poverty.*
- *I wish I knew more about unemployment problems.*
- *How on earth ... ?*
- *I'd be very interested to know ...*

2. How To Discuss Possibilities

Asking for possibilities

- *Do you think it is possible ... ?*
- *Is there any possibility ... ?*
- *Would there be any possibility ... ?*
- *Is it possible ... ?*
- *Would It Be Possible ... ?*

Saying something is possible

- *I think there is a little possibility ...*
- *It's (quite) possible/probable ...*
- *Maybe/Perhaps/Probably ...*
- *I assume/believe ...*

Saying something is not possible

- *I don't think ...*
- *It's impossible/not possible ...*
- *Maybe/Perhaps/Probably not.*
- *(Sorry, but) it's not likely ...*

3. Passive Sentences

Form of all passive verbs: **BE + PAST PARTICIPLE**

Be can be in any of its forms:

- Present (I) : is, am, are
- Past (II) : was, were,
- Past perfect : been
- Past participle (V-ing): being

The formula is : **Subject + be + VIII + by + Agent/doer**

4. Explanation Text

- a. Purpose: to tell how and why things occur in scientific and technical fields.
- b. Text structure of explanation text:
 - The general statement or phenomenon of topic discussed.
 - Explanation sequences which may be related *according to time or cause, or according to both relationships*
 - A concluding statement (optional)

LANGUAGE IS A MEANS OF COMMUNICATION.





Picture: <http://ocw.mit.edu>

Language is a means of communication. Sometimes you do not know how and why the language becomes extinct. Another case is when you study English; it is difficult to decide whether you use British or American English consistently. How do you propose your friend to choose British or American English? Besides, you do not know how to give instruction to your friends in a discussion meeting, do you? In this unit, you will learn to instruct in a good order. Do you want to perform it?

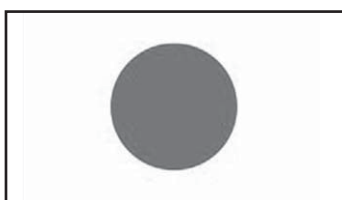
In this unit you will learn more explanation texts about language. You will study how to read and write explanation texts through various tasks.

A. Let's Get Ready



Task 1

In pairs, study the expressions below and match them with the country/origin. Then, answer the questions with your partner based on your knowledge.



Bonjour.

Guten Morgen.

Ohayo gozaimaz.

Good morning.

Buenos dias.

Pictures:

1. <http://www.italianflag.us>
2. <http://www.uwm.edu>
3. <http://www.izsvenezie.it>
4. <http://www.id.emb-japan.go.jp>
5. <http://www.bryan.k12.ga.us>

Questions

1. What language do you usually use?
2. Why do you use the language?
3. How many languages do you speak?
4. Can you communicate using the languages above?
5. If you live in a multilingual society, which language do you use for communication?
6. How well do you speak your local language?
7. Is your local language widely spoken in the community?
8. What will you do to preserve your local language?

B. Let's Act



1. Listen and Speak



Task 2

In pairs, study the words in the box and the questions before you listen to a speech on extinct language. You may jot down points you think important. Then, answer the questions. The listening script is in the Appendix.

native ['neɪtv] (ks)	: asal/asli
grammar ['græmə] (kb)	: tatabahasa
occurs [ə'kɔ:z] (kki)	: terjadi
death [deθ] (kb)	: kematian
Portuguese [pɔ:tju'gi:z] (kb)	: bangsa Portugis
extinction [ɪk'stɪŋkʃn] (kb)	: kepunahan
modern ['mɒdɪn] (ks)	: moderen
Latin ['lætm] (kb)	: bahasa Latin
sacred ['seɪkrəd] (ks)	: keramat/ suci

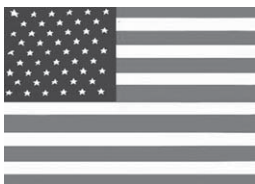
Questions

1. What is an extinct language?
2. When does the conversion of a dead language to an extinct language occur?
3. What language was replaced by Arabic?
4. What languages replace the Native American Language?
5. When does language extinction also occur?
6. What is the parent of modern Indian Language?
7. What is the parent of Modern English?
8. What languages are called as sacred languages?



Task 3

Listen to the following dialogue carefully and then check your comprehension by choosing the correct answers. The listening script is in the Appendix.



Pictures: <http://artfiles.art.com>,
<http://www.izsvenezie.it>

Questions

1. What are Andi and Retno talking about?
 - a. They are talking about Retno's project.
 - b. They are talking about Andi's computer.
 - c. They are talking about the nations.
 - d. They are talking about the flag.
 2. What is the problem with Retno's project?
 - a. There are some mistakes on the spelling.
 - b. There is no consistency on her English.
 - c. There are many problems in British English.
 - d. There is no problem.
 3. Why are there spelling mistakes in Retno's project?
 - a. She forgets her book and she doesn't bring her computer.
 - b. She doesn't know the differences between American and British English and her computer program is out of work.
 - c. She doesn't know the meaning of the words and her computer program is out of work.
 - d. She forgot to finisher project and went to Andi's house.
 4. What does Andi propose that Retno do with the use of English?
 - a. Andi proposes that Retno use British English.
 - b. Andi proposes that Retno use American English.
 - c. Andi proposes that Retno use both American and British English.
 - d. Andi proposes that Retno use Australian English.
 5. What does Retno propose that Andi do about her mistakes?
 - a. She proposes that Andi correct her research totally.
 - b. She proposes that Andi underline the mistakes.
 - c. She proposes that Andi repair her computer.
 - d. She proposes that Andi finish the research.
-



Task 4

In pairs, study the expressions below.

Proposing

In the dialogue between Andi and Retno, you find this expression:

I propose that you write it in British English.

The expression is used to PROPOSE something.

Here are other expressions that you can use.

- *I propose that we use American English consistently.*
 - *Let's talk English, shall we?*
 - *Why not use English?*
 - *Why don't we practise using English?*
 - *How about practising French?*
-



By the Way...

Mother tongue is the language that one first learns to speak as a child; one's native language.



Task 5

Let's say it right.

In the conversation between Andi and Retno, you find the words **differences**, **mistakes**, **notes**, **thanks** and **spellings**. How do you pronounce them? There are different ways of pronouncing the letter 's'.

Pronounced [s]	Pronounced [z]	Pronounced [iz]
thanks	spellings	differences
notes	rise	gases
mistakes	release	causes
keeps	propose	changes
impacts	news	devices
brakes	patterns	
scientists	things	
	solutions	



Task 6

Now, practise pronouncing the words below.

- choose [tʃu:z]
- lose [lu:z]
- accuse [ə'kju:z]
- amuse [ə'mju:z]
- cars [kɑ:z]
- countries ['kʌntri:z]
- pencils ['pensəlz]
- buses [bʊfɪz]
- classes [klɑ:sɪz]
- faces [feɪsɪz]



Task 7

In groups of three, study the following dialogues with your classmates and then answer the questions. After that, perform the dialogue.

It's the morning break. Andi and Retno are in the students' association room. They discuss the proposal to put language death theme of their school board magazine.

- Andi : Hi guys, we've just got a proposal to put language death as the theme in the coming edition.
- Retno : I've read many books, and I've got plenty of information about it.
- Denias : That's a good idea. It's becoming a good article. Everybody should know it.
- Retno : Yes. We have to encourage everyone to know what language death is.
- Denias : All right. Let's make a list of what to do.
First of all, we have to search for more information in the books, internet, newspapers, magazines, and TV.
- Andi : After that?
- Retno : After that, select the relevant information.
- Denias : Right. I will write the editorial; Retno will write "Today's Topic". Andi, would you interview language teachers about language death?
- Andi : Consider it done.
- Denias : The other members will be responsible for the "Did You Know?", "Story for Today", "Today's Joke". Submit your material no later than Thursday.
- Retno : And then?
- Denias : Then, we will start creating our school board magazine on Friday. I propose that we work hard so that we can publish it on Monday.
- Andi : Okay. Look, the bell is ringing. Let's go back to our class.
- Retno : All right. See you guys.

Questions

1. What will be the theme of the school board magazine for the coming edition?
 2. Where can they search for information about language death?
 3. What will they do after getting the information?
 4. Who is assigned to interview language teachers?
 5. When should the materials be submitted?
 6. How many days will they design the school board magazine?
 7. When will it be published?
-



By the Way...

The Verb Get

The past participle of the verb get is "gotten" in American English. Example: He's gotten much better at playing tennis.

British English - He's got much better at playing tennis.



Task 8

In pairs, study the expression below.

Giving Instructions

In the conversation among Andi, Retno, and Denias, you find these expressions:

- *First of all, we have to search for more information in the internet, newspapers, magazines, TV, and books.*
- *After that, select the relevant information.*
- *Then, we will start creating our school board magazine on Friday.*

The expressions are used to GIVE INSTRUCTIONS.

When you give instructions, use the following connectives.

- | | |
|--------------------|---------------------|
| • First, | • To begin with ... |
| • After that, ... | • Then, ... |
| • Next,... | • After that, ... |
| • Then, ... | • Next, ... |
| • To end with, ... | • Finally, ... |

Examples:

First of all, search for relevant information.

After that, select the information you need.

Then, start creating the board magazine.

Finally, publish it on Monday.



Cultural Tips

When you are in charge of something, it is likely to happen that you often give instructions. However, don't be too bossy and don't overplay qualifications, rank or titles, especially when you are in Australia, because Australians dislike one-upmanship.

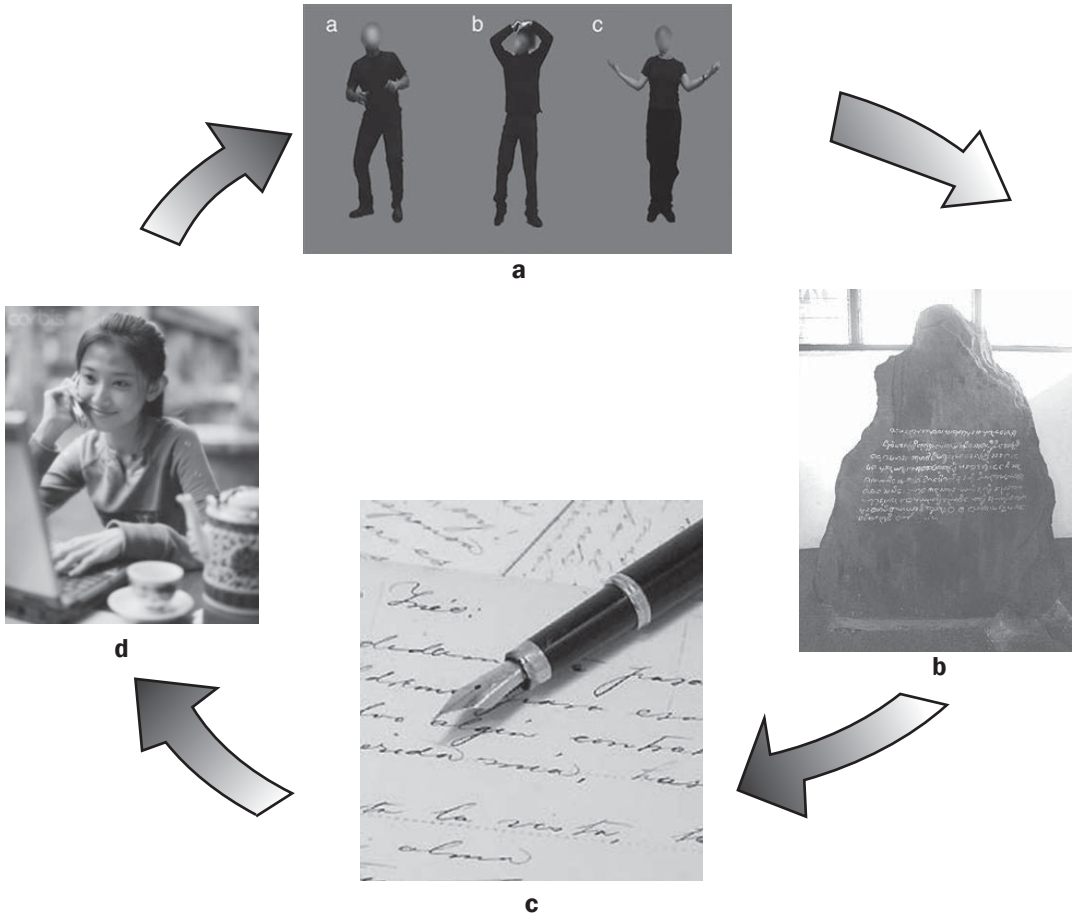
Taken from: <http://www.ediplomat.com>





Task 9

In pairs, study the figures below and then explain the development of communication technology.



Pictures: a. <http://msnbcmedia2.msn.com>; b. <http://upload.wikimedia.org>;

c. <http://www.newspaper.unsw.edu.au>; d. <http://pro.corbis.com>



By the Way...

Gesture is usually called as body language.

Gesture is a movement of a part of body, especially the hand or head, intended to suggest a certain meaning; the use of such movements.



2. Read and Write



Task 10

Below is the “Today’s Topic” in the school board magazine. In pairs, read the text and then guess the meaning of the words in the box. Then, check your comprehension by answering the questions.

linguistic [lɪŋˈɡwɪstɪk] (ks)	:	.....
idiom [ˈɪdiəm] (kb)	:	.....
genocide [ˈdʒenəsaɪd] (kb)	:	.....
native [ˈneɪtɪv] (ks)	:	.....
dialect [ˈdaɪələkt] (kb)	:	.....
bilingual [baɪˈlɪŋɡwəl] (ks)	:	.....
shift [ʃɪft] (kkt)	:	.....
allegiance [əˈli:dʒəns] (kb)	:	.....
assimilation [əˈsɪmɪˈleɪʃn] (kb)	:	.....
voluntary [ˈvɒləntəri] (kb)	:	.....
utilitarian [juːtɪlɪˈteəriən] (ks)	:	.....
catastrophe [kəˈtæstrəfi] (kb)	:	.....
moribund [ˈmɒrɪbʌnd] (ks)	:	.....
attrition [əˈtrɪʃn] (kb)	:	.....
transmission [trænzˈmɪʃn] (kb)	:	.....
heritage [ˈherɪtɪdʒ] (kb)	:	.....
relegate [ˈreliɡeɪt] (kkt)	:	.....

What is Language Death?

Language death is a process that affects speech communities where the level of linguistic competence that speakers possess of a given language idiom is decreased.

Total language death occurs when there are no speakers of a given language idiom remaining in a population where the idiom was previously used (i.e. when all native speakers die). Language death may affect any language idiom, including dialects and languages.

Language death may manifest itself in one of the following ways:

- gradual language death
- bottom-to-top language death
- radical language death
- linguicide (a.k.a. sudden language death, language death by genocide, physical language death, biological language death)

The most common process leading to language death is one in which a community of speakers of one language becomes bilingual in another language, and gradually shifts allegiance to the second language until they cease to use their original (or heritage) language. This is a process of assimilation which may be voluntary or may be forced upon a population. Speakers of some languages, particularly regional or minority languages may decide to abandon them based

on economic or utilitarian grounds, in favour of languages regarded as having greater utility or prestige. Languages can also die when their speakers are wiped out by genocide, disease, or the rare event of devastating natural catastrophe.

A language is often declared to be dead even before the last native speaker of the language has died. If there are only a few elderly speakers of a language remaining, and they no longer use that language for communication, then the language is effectively dead. A language that has reached such a reduced stage of use is generally considered **moribund**. The process of attrition occurs when intergenerational transmission of a “heritage language”, mother tongue or native language has effectively stopped. This is rarely a sudden event, but a slow process of each generation learning less and less of the language, until its use is relegated to the domain of traditional use, such as in poetry and song. For example, a family’s adults may speak in an older native language, but when they have children, they may not pass on this language, and therefore the language dies in that family. One example of this process reaching its conclusion is that of the Dalmatian language.

Adapted from: Wikipedia free encyclopaedia

Questions

1. What is language death?
2. When does total language death occur?
3. How does the process of the death happen?
4. When is the language declared to be dead?
5. When does the process of attrition occur?
6. What is Dalmatian language?



Task 11

In pairs, study the rules below.

Relative Clauses

Language death is a process that affects speech communities where the level of
└─ relative clause ─┘

linguistic competence that speakers possess of a given language idiom is decreased.

A *clause* is a part of a sentence or a group of words that has at least a subject + verb. A *relative clause* (also called adjective clause) tells us which person or thing (or what kind of person or thing) the speaker means.

We use **which** in a relative clause when we are talking about *things*.

We use **that** in a relative clause when we are talking about *things* or *people*.

We use **who** in a relative clause when we are talking about *people*.

Example:

This is a process of assimilation which may be voluntary or may be forced upon a population.



Task 12

Combine the two sentences in each number. Use a relative clause in the sentence.

Example:

Language death is a process. It affects speech communities where the level of linguistic competence that speaker posses of a given language is decreased.

Language death is a process that affects speech communities where the level of linguistic competence that speakers possess of a given language idiom is decreased.

1. The language is called Tagalog. It is used by many people in the Philippines.

2. Many people communicate in Javanese. They live in central Java.

3. Some students prefer using American English to British English. They study English in the University.

4. The countries are Afghanistan, Turkey, Iraq, Iran, and Saudi Arabia. They communicate in Arabic.

5. Many expatriates master Bahasa Indonesia. They have lived in Indonesia for a long time.



Task 13

In pairs, read the next article on *Origins of Slang* and find the meaning of the words below based on the context. Then, read the text again and answer the questions.

metaphor ['metəfə] (kb):

mainstream ['meɪnstri:m] (kb):

allegory ['ælɪgəri] (kb):

malicious [mə'liʃəs] (ks):

taboo [tə'bu:] (kb):

superfluous [su:'pə:fluəs] (ks):

Origins of Slang

Slang is the use of informal words and expressions to describe an object or condition. Slang is vocabulary that is meant to be interpreted quickly but not necessarily literally, as slang words or terms are often a metaphor or an allegory.

First, one use of slang is to circumvent social taboos, as mainstream language tends to shy away from evoking certain realities. For this reason, slang vocabularies are particularly rich in certain domains, such as violence, crime and drugs and sex. An interesting fact about the word slang is that it was originally a slang term for the old French phrase “*sale langue*”, which translated into English means “dirty language”. Alternatively, slang can grow out of mere familiarity with the things described. Among wine connoisseurs, *Cabernet Sauvignon* might be known as “Cab Sav”, Chardonnay as “Chard” and so on; this means that naming the different wines expends less superfluous effort. **It** also serves as a shared code among connoisseurs.

Then, even within a single language community, slang tends to vary widely across social, ethnic, economic, and geographic strata. Slang sometimes grows more and more common until it becomes the dominant way of saying something, at which time it is regarded as mainstream, acceptable language (e.g. the Spanish word *caballo*), while at other times it may fall into disuse. Numerous slang terms pass into informal mainstream speech, and sometimes into formal speech, though this may involve a change in meaning or usage.

Besides, slang very often involves the creation of novel meanings for existing words. It is very common for such novel meanings to diverge significantly from the standard meaning. Thus, “cool” and “hot” can both mean “very good”, “impressive” or “good looking”.

Slang terms are often known only within a clique or in group. For example, Leet (“Leetspeak” or “1337”), originally was popular only among certain Internet sub-cultures, such as crackers (malicious “hackers”) and online video gamers. During the 1990s and 2000s, however, Leet became increasingly more commonplace on the Internet, and has even spread outside of Internet-based communication and into spoken languages. Another type of slang, with roots in Internet culture, is texting language (txt or chatspeak), which is widely used in instant messaging on the Internet (AOL speak) and mobile phones (SMS language).

Certain dialects may be viewed by some people as slang, such as Hawaiian Creole English and African American Vernacular English.

Adapted from: Wikipedia free encyclopaedia

Questions

1. What is slang according to the text?
2. Why is slang used?
3. How does slang sometimes grow?
4. What does slang very often involve?
5. What happened during the 1990s and 2000s?
6. What dialects may be viewed as slang according to the text?
7. What does the word “it” in paragraph 2 refer to?



Task 14

Find the words in the text which have the closest meaning to the words below. The first letter is already given.

1. get out of, avoid = c _ _ _ _ _
 2. calling to mind, reminding = e _ _ _ _
 3. group of people, society = c _ _ _ _ _
 4. conception, formation = c _ _ _ _ _
 5. deviate, swerve = d _ _ _ _
 6. bad/nasty hackers = c _ _ _ _ _
 7. verbal, oral = s _ _ _ _
-



Task 15

Study the rule below.

Timeless Present Tense

Slang is the use of informal words and expressions to describe an object or condition.

S + to be (present: is, am, and are) + O/C or S + V1 + Object/Complement

Timeless present tense is used to talk about things in general or something true in general.

Example:

Slang is vocabulary that is meant to be interpreted quickly but not necessarily literally.



Task 16

In groups of four, find at least ten (10) issues about language and describe it by using timeless present tense.

Example: Some local languages are getting less popular among the young generation.



Task 17

Study the following note.

The text in Task 13 is an explanation text. Do you still remember the function of an explanation text? The purpose of the text is to tell how and why things occur in scientific and technical fields.

Do you still remember the elements? Here are the elements of explanation texts.

1. The general statement or phenomenon of topic discussed
 2. Explanation sequences which may be related according to time or cause, or according to both relationships
 3. A concluding statement (optional)
-



Task 18

Write an article on how to maintain the local language for the board magazine. You may develop your article from the points below.

Actions to maintain local languages:

- Putting the local language as a school subject
 - Avoid code mixing
 - Publishing newspapers and magazines in the local language
 - Campaigning on the use of the local language
 - Organizing seminars
-



Task 19

Find two texts on how to maintain languages and answer the questions below.

Questions

1. What happens to the language currently?
 2. Why does it happen?
 3. How does it happen?
 4. What does the writer propose to do to maintain the language?
 5. What is the author's conclusion?
-

C. Let's Do More



Task 20

English is an international language. Many countries around the world communicate using it. But we do not know how English is created and why it is used as an international language. Find any information about how English is created and why English is used as an international language.

D. Let's Check Your Competence



Task 21

Work in pairs. Create a dialogue based on one of the following situations. Then, act the dialogue out.

1. You visit your classmate in his/her house and you talk about language extinction and language death.
 - a. Explain to your classmate what language extinction is and how it happens.
 - b. Explain to your classmate what language death is and how it happens.
 2. You and your classmates are in the language laboratory. Your classmate is talking about slang in Indonesia. You really want to know why slang is used by many teenagers. Then, your classmate explains the phenomenon to you.
-



Task 22

Find some references and write a composition on one of the two issues below.

1. Indonesia is a country which has many ethnic/local languages. Actually, bahasa Indonesia is considered a second language for most Indonesian people. They have their own mother tongue. Write an explanation about how to unify the Indonesian people with different ethnic languages.
 2. Bahasa Indonesia is now contaminated by slang. Write your explanation on how to minimize the use of slang among young people.
-

E. Let's Make a Reflection

Reflect on your learning in this unit and write down your reflection in the space below.

What I like best in this unit:

What I don't like in this unit:

The improvement I have made after learning English in this unit:

F. Let's Make a Summary

In this unit you learn:

1. How To Propose Something

- I propose that we use American English consistently
- Let's talk English, shall we?
- Why not use English?
- Why don't we practise English?
- How about practising French?

2. How To Give Instructions

First,	To begin with ...
After that, ...	Then, ...
Next,...	After that, ...
Then, ...	Next, ...
To end with, ...	Finally, ...

3. Relative Clauses

We use **which** in a relative clause when we are talking about *things*.

We use **that** in a relative clause when we are talking about *things* or *people*.

We use **who** in a relative clause when we are talking about *people*.

4. Timeless Present Tense

S + to be (present: is, am, and are) + O/C or S + V1 + Object/Complement

Timeless present tense is used to talk about things in general or something true in general.

Example:

Slang is vocabulary that is meant to be interpreted quickly but not necessarily literally.

5. Explanation text

a. Purpose: to tell how and why things occur in scientific and technical fields.

b. Text structure of explanation text:

- The general statement or phenomenon of topic discussed
- Explanation sequences which may be related according to time or cause, or according to both relationships
- A concluding statement (optional)

SHOULD STUDENTS BE ALLOWED TO TAKE PART TIME JOBS?





Are you sometimes involved in conversations talking about mostly discussed issues? If you are, you must deal with arguments for or against the issues. Express your stance with confidence. How to do so? Find it out in this unit. Then, you may start to think of doing some actions dealing with the issues you have discussed. However, the actions may be extraordinary. To get your parents' permission to do the extraordinary actions, you need to learn how to request politely. In convincing your parents you often need to promise that you take the actions carefully.

Nowadays, many students think that taking part time jobs is a great challenge. On the other hand, some think that school should always come first. This unit will provide you with numerous pros and cons on students taking part time jobs. Some articles and internet discussion forums will help you make your decision. Therefore, if you are interested in writing a text discussing the pros and cons of any issues in students' life, this unit gives you a good chance to practise through challenging tasks.

A. Let's Get Ready



Task 1

Study the pictures of activities done by some high school students after school and discuss the questions with your partner. The words and phrases in the box may help you.



Questions

1. What do the students do?
2. Do you know why they decide to take part time jobs?
3. Do you agree with their decisions to work while studying?
 - If you do, state your reasons.
 - If you don't, state what the students should do to make sure that they do not fail.

afford [ə'fɔ:d] (<i>kkt</i>)	: mampu
leisure ['leɪʒə] (<i>kb</i>)	: waktu luang
wage [weɪdʒ] (<i>kb</i>)	: upah
salary ['sæləri] (<i>kb</i>)	: gaji
tuition fee [tʃu'ɪʃn fi:] (<i>kb</i>)	: biaya sekolah
lack [læk] (<i>kkt</i>)	: kurang
school work ['sku:l wɔ:k] (<i>kb</i>)	: pekerjaan sekolah
necessity [nə'sesɪti] (<i>kb</i>)	: kebutuhan



Task 2

Here are some activities students possibly do at their leisure time. Decide and rank which activity should come first with your partner. Add more activities on how students should spend their leisure time.



- Studying
- Taking part time jobs
- Hanging out with friends
- Doing their hobby/ies
- Joining extracurricular activities at school
- Taking courses based on their interest/s
- ...
- ...

B. Let's Act



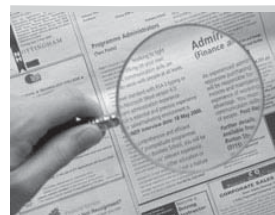
1. Listen and Speak



Task 3

Here's a classified advertisement Anita found in a newspaper and she is interested in taking a part time job. Listen to Anita and Denias discussing Anita's decision to take a part time job and answer the questions that follow. The words in the box may help you. The listening script is in the Appendix.

vacancy [ˈveɪkənəsi] (kb)	: lowongan pekerjaan
consequence [ˈkɒnsɪkwəns] (kb)	: konsekuensi
interpersonal [ɪntəˈpɜːsənl] (ks)	: antar perseorangan
insufficient [ɪnsəˈfɪʃnt] (ks)	: tidak cukup
grade [ɡreɪd] (kb)	: nilai



<http://www.sussex.ac.uk>

Questions

1. What do Anita and Denias talk about?
2. Where did Anita find the vacancy?
3. Does Denias agree with Anita's decision?
4. In what position does Denias stand?
5. How does Anita convince Denias?



Cultural Tips

Gestures

Do you think that taking part time jobs while studying is a crazy thing? How would you gesture to say "crazy"? Indonesians draw a diagonal line across their foreheads to say 'crazy'. Europeans point to the temple to say this, and Americans make circles around the temple.





Task 4

Listen to the conversation between Anita and Denias once again and complete the table with their stances toward the issue by following the points provided.

Points	Anita thinks that:	Denias thinks that:
The consequences of taking a part time job	by taking a part time job, she learns about: <ul style="list-style-type: none"> • responsibility • _____ • _____ 	before making the decision to work part time, consider about: <ul style="list-style-type: none"> • lack of sleep • _____ • _____
The evidence of some students taking part time jobs	Many students _____ _____ _____	However, some other students _____ _____



Task 5

Study the expressions below.

Expressing Stance

In the conversation between Anita and Denias, you find:

“I **strongly believe** that taking a part time job helps me learn about responsibility...”

The expression above is commonly used in expressing stances. Arguments are given to strengthen one’s stance.

Here are some other expressions:

Argument(s) for:	Argument(s) against:
<ul style="list-style-type: none"> • I strongly believe that ... • I absolutely agree with ... • I’m standing in a position to support 	<ul style="list-style-type: none"> • I disagree with ... • That might be true, but I ... • I’m in opposition to ...



Task 6

Let's say it right.

Study how the words are pronounced and practise pronouncing them after your teacher.

In expressing her stance, Anita said "I **strongly** believe that taking part time helps me...". The word in bold strengthens her stance.

Here's how the word pronounced:

strongly ['strɒŋli]

The stress of the word is in the first syllable.

Some other words which can be used to strengthen one's stances are:

definitely ['defɪnɪtli]

absolutely ['æbsəlu:tli]

certainly ['sɜ:tənli]

positively ['pɒsɪtɪvli]

surely ['ʃʊəli]

confidently ['kɒnfɪdəntli]



Task 7

Here are some arguments posted by some students in <http://www.epinions.com> on students taking part time jobs. Express your stances toward the arguments. Mind your pronunciation when you strengthen your stances.

JERI wrote

Never allow a job to get in the way of your health and school years in general. While work may keep you motivated and get you needed money, it's not worth losing your education.

You say:

I'm positively standing in a position to ...

KLHAMMAR wrote:

It can be a good experience to work during high school, and if you think that you can handle having a part-time job I encourage it. Students are always short on money. Remember to carefully consider if you can plan your schedule around school and work.

You say:

BRYAN CAREY wrote:

A benefit of part-time work is the opportunity to expand your resume. Ideally, you should try to find a job that is related in some way to your selected field of study.

You say:



By the Way...

American Proverb

Those who have one foot in the canoe, and one foot in the boat are going to fall into the river.

→ It means it is hard to commit yourself to two matters at the same time.



Task 8

Listen to the school councillor delivering a speech on students taking part time jobs. Then, decide which statements are TRUE based on his advice. The listening script is in the Appendix.

Statements

- Taking a part time job while studying is surely a great problem.
 Taking a part time job while studying is surely a great challenge.
- Doing homework and studying for tests should always be your top priority.
 Working and studying for tests should always be your top priority.
- Let your employers know what your time limits are.
 Don't let your employers know what your time limits are.
- If you are rushing through schoolwork because of work, quit and find a less time-consuming job.
 If you are rushing through schoolwork because of work, go on trying to find a less time-consuming job.
- You need to make sure that a job will prevent you from getting enough rest.
 You need to make sure that a job won't prevent you from getting enough rest.



Task 9

Anita decided to discuss her decision with her father. Listen to their conversation and say whether the statements are TRUE or FALSE. Correct the false statements. The listening script is in the Appendix.

Statements	T/F	Corrections
1. Father was surprised to hear that Anita is interested in taking a part time job.		
2. Anita requested her father to allow her taking the job.		
3. At first, father agreed with Anita's decision.		
4. Anita needs money so she needs to work.		
5. Anita has everything paid for by her parents.		



Task 10

Listen to the conversation once again and complete the last line stating Father's decision whether he allows Anita to take the job or not. Then, perform the dialogue with your partner.

- Anita : Dad, look at this job vacancy! It's a part time job for students of senior high.
 Hmm, I think it's worth doing.
- Father : What are you talking about, sweetheart. Don't say that you're interested in taking part time job!
- Anita : Oh, come on Dad, would you allow me to take a part time job, please.
- Father : No, dear. I wouldn't let you get a job before you finish your study. Your job is to be a student.
- Anita : But, Dad, I'd be very grateful if you'd just let me take the part time job.
- Father : Oh, dear, don't you realize that you have everything paid for by your parents. You don't have to earn money.
- Anita : Yeah, I know Dad. But it's not about making money! By taking a part time job, I could gain some work experience. Moreover, this job is related to my study. I'm sure it will help me in the future.
- Father : Yeah, I understand and I know it's a good job. But how can you manage your time?
- Anita : I promise to manage my time well. Schoolwork, including homework and studying for tests, should always be my top priority!
- Father : Are you sure you can do that?
- Anita : I am sure I can. That's a promise, dad. So, would you allow me to take this opportunity?
- Father : _____



Task 11

Study the expressions below.

Requesting

In the conversation between Anita and her father, you find:

“...would you allow me to take a part time job, please?”

The expression above is commonly used in requesting.

Here are some other expressions:

- Would you mind..., please?
- I'd be very grateful if you'd ...
- Would you be so kind as to ...?
- Could I ask you to ...?

Promising

In the conversation, you also find:

“I promise to manage my time well.”

The expression above is commonly used in promising.

Here are some other expressions:

- That's a promise
- I promise to ...
- He promised he would allow me ...

NOTE:

to keep a promise = to do what you said

to go back on a promise or to break a promise = not to do what you said you would do



Task 12

Complete the following dialogues by expressing your request and/or promise based on the situations. Compare your answers with your classmates'.

1. You see an interesting vacancy in a classified ad in your friend's newspaper. Express your request telling him/her that you wish to cut it.
Your friend : Hey, what are you going to do with that?
You : _____
 2. You belong to a famous school band, but your mother worries if it will disturb your study. Express your promise to convince her that you'll manage your time well.
Mother : I wonder how you manage your time to study.
You : _____
 3. Your best friend has a problem in maintaining his/her good grades as he takes a part time job. Express your request asking him/her to quit the job.
You friend : Oh, I was too tired to study so that I got this bad mark!
Your : _____
-



Task 13

Work in pairs. Choose one of the situations in Task 12 and have a dialogue based on the situation.



Task 14

Here's a script of a TV programme for teenagers telling some tips of working while going to school. Listen to the tips and fill in the missing words using the words in the box. Then, present the tips to the class in the way a VJ hosts the programme. The listening script in the Appendix.

relaxation	commute	sacrifices
work	willing	commit
immediately	cut down	efficiently
try	counselor	benefit

VJ Script

Although working and going to school is challenging, it can be a rewarding experience if you use some foresight. If you decide to take on a part-time job, check out the tips below on how to handle the situation and make the most of your time:

- To avoid time conflicts, ___ to plan your class and work schedules as far ahead of time as possible.
- Use your time _____. You can use 10 minutes waiting in a line to go over a few pages of assigned reading.
- Be flexible and _____ to make _____. You may have to ___ ___ on some things you'd like to do because of your school and work commitments.
- Start slowly. Don't ___ working a lot of hours _____.
- If you _____ to your job on public transportation, bring your schoolwork with you so you can _____ along the way.
- Get in touch with your school _____ if you feel you would _____ from discussing your situation with someone who can help.
- Schedule _____ time. Everyone needs some downtime to be happy.

Adapted from: <http://www.collegeboard.com>



Task 15

Let's sing a song.

Do you believe in a miracle?

Study the lyrics of a song by Mariah Carey and Whitney Houston entitled "When You Believe".

Find some parts of the lyrics which express stances. Sing the song together.

When You Believe

(Mariah Carey and Whitney Houston)

Many nights we prayed
With no proof anyone could hear
In our hearts a hope for a song
We barely understood
Now we are not afraid
Although we know there's much to fear
We were moving mountains
Long before we knew we could,

Chorus:

There can be miracles
When you believe
Though hope is frail
It's hard to kill
Who knows what miracles
You can achieve
When you believe somehow you will
You will when you believe

In this time of fear
When prayer so often proves in vain
Hope seems like the summer bird
Too swiftly flown away
Yet now I'm standing here
My hearts so full, I can't explain
Seeking faith and speaking words
I never thought I'd say

Back to chorus

They don't always happen when you ask
And it's easy to give in to your fears
But when you're blinded by your pain
Can't see the way, get through the rain
A small but still, resilient voice
Says hope is very near, oh [oh]
(somehow, somehow, somehow)
Somehow you will (I know, I know, know)

Back to chorus

You will when you believe





2. Read and Write



Task 16

Here's a mini quiz on students taking part time jobs. Make up your mind by answering the quiz. Then, read an article discussing whether students should take part time jobs or not and find the meanings of words in the box based on the context. Read the article again, and answer the questions that follow.

Mini Quiz

Are you excited that you're old enough to secure a part-time job and earn your own money? As you begin exploring the possibility of entering the work world, think about whether getting a job is the right decision for you.

To start, ask yourself the following questions:

- Am I an organized person?
- What kind of study habit do I have?
- Do I make good use of my available time?
- Will I be able to manage my schedule effectively if I take a part-time job?

The words in the box may help you.



Picture: <http://badideaindeed.files.wordpress.com>

foresight [ˈfɔːsaɪt] (kb)	:
interfere [ɪntəˈfɪə] (kki)	:
expenses [ɪkˈspensɪz] (kb)	:
derive [dɪˈraɪv] (kkt)	:
acquire [əˈkwaɪə] (kkt)	:
dose [dəʊs] (kb)	:
expand [ɪkˈspænd] (kkt)	:
counsellor [ˈkaʊnsələ] (kb)	:

Should Students Take Part Time Jobs?

Working and going to school is challenging, it can be a rewarding experience if you use some foresight. However, you'd better think a hundred times before you decide to take a part time job. There are a lot of things that should be factored in on the decision to take a part time job.

On the negative side, working and still maintaining a good grade at school is not an easy task. Having less time for schoolwork becomes the main negative effect. Consequently, many students who work part time fail to perform at their best both on schoolwork and on examinations.

Moreover, a part-time job can really interfere with the students' free time. It also cuts into their studies and/or social life.

On the positive side of things, a part-time job helps students to support day-to-day living expenses. Working can be a valuable part of a student's life, if taken on responsibly. Students can derive a great deal from working, considerably more than just money. In most cases, they can acquire a nice dose of discipline and a whole new set of skills and experiences. Another benefit of part-time work is the opportunity to expand the resume. Ideally, a student should try to find a job that is related in some way to his/her selected field of study. But even not, a student can still gain some work experience and develop skills.

Working takes a lot of time and energy, so students need to make sure to be able to handle both employment and their current commitments. Finally, if you are considering working part-time, talk to your school counsellor to discuss this move. Simply explain your goals to someone else can help you make decisions and figure out your priorities.

Taken from: <http://www.collegeboard.com>; <http://www.epinions.com>

Questions

1. What should a student consider before taking a part-time job?
2. Mention/list some consequences of working while studying.
3. Mention/list some benefits of taking a part-time job.
4. How can a school counsellor help students to make decisions?
5. Reflect on your answers of the mini quiz. Express your stance whether a student can take a part-time job or not.



Task 17

Study the rules below.

When reading a newspaper, sometimes we find articles discussing pros and cons on certain issues. The pros and cons are also found in discussion forums in the internet. The text entitled "Should Students Take Part-Time Jobs?" is a discussion text. The text functions to present a way to look at more than one side of an issue.

Here are the parts of a discussion text in the way they present the issue:

- First, the text presents some statements outlining the issue. This part is also supported by some background information about the issue (statement).
- In the second part, the text provides evidences for different arguments for and against the issue (argument for and argument against).
- Finally, the text leaves a conclusion or recommendation, which might sum up both sides or might recommend in favour of one particular side (conclusion).

Common grammatical features of a discussion text includes:

- use of relating verbs to provide information about the issue;
 - use the thinking verbs to express the writer's personal view, e.g. feel, believe, hope;
 - use of varying degrees of modality, e.g. perhaps, must, should, might.
-



Task 18

Work in pairs. Develop the incomplete article on one's experience having a part time job below.

Make the Most of Your Time

Spending time in high school is not only about the academics. Being in high school is about preparing yourself for the real world, and to make sure that you are ready to make the decisions that will be necessary later on in life. Lots of students do not have the benefit of either having everything paid for by their parents, or by the Government. So, some students have no choice but to take on either a part-time or full-time job.

While the jobs take up some of the time, you can still do well academically and work at the same time. It is a myth to believe that you cannot succeed at both of them at the same time.

The main negative effect on your life is that you will have less time for schoolwork - and social life of course. This also means you get less free time to just hang out or do other stuff than work and study. _____

The bottom line, try it out if you have the time. _____

Adapted from: [http:// www.epinions.com](http://www.epinions.com)



Task 19

Study the following pictures below and discuss the questions with your partner. Then, read the text and answer the questions that follow. The words in the box may help you.



Pictures: <http://www.bp1.blogspot.com>

Questions

1. Have you ever noticed students in the situations above?
2. In your opinion, what made them decide to work while studying?
3. Can you suggest a better alternative to help them instead of taking the jobs you see in the pictures?

attempt [ə'tempt] (kkt)	:
fund [fʌnd] (kb)	:
loan [ləʊn] (kb)	:
grant [grɑ:nt] (kb)	:
effort ['efət] (kb)	:
strive [straɪv] (kki)	:
average ['ævərɪdʒ] (kb)	:
budget ['bʌdʒɪt] (kkt)	:
overcome [əʊvə'kʌm] (kkt)	:

Blue Collar Students: To Work or Not To Work

For some students, getting a job while they are still in high school is not an option. Working seems to be a necessity for them, as they might not get any help from their parents to pay for tuition or for living expenses. Therefore, they may not have any other choices but to accept a part-time job. However, working is not the only option if there are some better alternatives to help them.

There are several ways that students can attempt to get the necessary funds that they need, to pay for tuition, and living expenses. Student loans, grants, and scholarships are the best alternatives that students should turn to. Instead of working part time while going to school, attempting to win scholarships will not take much effort.

They had better take the challenge to compete for scholarships than working. Moreover, it motivates students to keep striving to perform their best at schoolwork.

On the other hand, not many students have the opportunity to compete winning the scholarships. Taking the same efforts, students with average grade might have less opportunity to win. Therefore, working through school is a valid option. Finding a way to budget your time between school and work can take some effort, but it's much easier than most students think. All the students need is discipline. With minimal effort, students should have no trouble striking a balance between work and school.

The bottom line is that working part-time while going to school can easily be done, if students are disciplined and budget their time accordingly. However, there are actually some better ways to overcome students' financial problems.

Adapted from: <http://epinions.com>

Question

1. Why do some students consider that working while going to school is not an option?
2. What can be done by a student who cannot afford to pay for tuition fee?
3. Mention some better alternatives students can take instead of working.
4. What should a student do if he/she is supposed to work while studying?
5. Reflect on your personal experience/life, what has your school done to help students with such problems.



Task 20

Study the pattern of the sentences you find in the reading passage in Task 19.

Ways of Strengthening and Weakening Statements

In the text entitled 'Blue Collar Students' you find:

- ... as they *might* not get any help from their parents...
- ... they *may* not have any other choices but to accept a part-time job.
- ... scholarships are the best alternatives that students *should* turn to.
- They *had better* take the challenge to compete for scholarships...

The words in bold are used to strengthen or weaken the statements. Some other words are *can*, *could*, *may*, *might*, *should*, *shall*, *had better*, *must*, *will*, and *would*. *Can* and *could* are used to express ability. While *could* can also be used to express possibility. *May* and *might* are used to express possibility. To express permission, you use *may* and *can*. *Should*, *ought to*, *had better* are used to express advice. Expressing necessity can be done by using *have to*, *have got to*, and *must*.



Task 21

Here's an example of a column in a magazine showing readers sending their problems and answered by the columnist. Complete the sentences using *can*, *must*, *should*, *may*.

Ask Joel and Let's Talk

I'm a 17-year-old girl at a state high school. Lately I've been offered to take a part time job becoming an operator in an internet café. This offer sounds interesting for I ___ work in night shift only, which starts at 6 p.m. up to 12 a. m. Moreover, the job offers really good money. However, I'm concerned about my study. How ___ I manage my time? I'm really confused. What ___ I do? I'd be very grateful if you'd help me.

Confused

If you have got a problem, write to Joel to julie_muanis@yahoo.com or send your letter to U Magz at Jl. Rahayu no 1 Yogyakarta



Dear confused,
Working while going to school is always an interesting subject to discuss. Your concern about your study is absolutely true as school ___ come first. It ___ be right that working ___ be educational and rewarding. But, remember, it ___ also be tough. Part time work has effects both ways. It ___ affect schoolwork, and grades because of lack of sleep, and even your work. So, don't be confused, make up your mind.

Good luck, Joel



By the Way...

Blue-collar means people doing practical work or work requiring physical strength.



Task 22

- Have you ever posted/written your problem in the internet, magazine or any other media? Write your problem related to your school life to a magazine columnist on piece of paper. Express your request to the columnist to help you. Refer to the request in Task 21 to help you.
- Exchange your problem with your classmate and try to help him/her solve the problem. Refer to the answer in Task 21 to help you.



Task 23

Here's an internet discussion forum on answers.yahoo.com. Study the arguments and write down your stances (pros and cons) in the space provided.



Smartmag

Resolved Question

What are the pros and cons of high school students working part-time? What are the good and bad things about high school working during the school year?



Lizzy M

Pros:

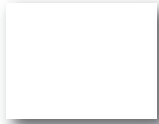
- Helps students learn the value of money and hard work before they are expected to be supporting themselves independently.
- Provides students with spending money for clothes, music, hanging out with friends etc.
- Empowers students by showing them the value of their labor and their ability to earn money.
- Potentially exposes students to different fields of employment or walks of life than they might come across in interacting with their family and at school.

Cons:

- Part time work can interfere with school work or valuable after school activities.
- Overly committed kids may become unnecessarily stressed, and their health or grades could suffer.



Blue eyes



Your name

Pros -

- you make money to pay for vehicle that gets you to school, work and out with friends.
- you help out your parents by buying your own clothes.
- you don't need to ask mom and dad for money every time you want to buy something

Cons -

- having a job may negatively affect your grades, socialization with friends, exercise or extra curricular activities

Are you ready to participate? Post your argument:

C. Let's Do More



Task 24

Here's an incomplete discussion text on students taking part time jobs. Complete the text by giving your stance in the space provided.

Taking a Part Time Job

Nowadays, many people think that college students should take a part-time job for several advantages. For one thing, it gives the students a chance to know the society to learn to be independent. For another, they can also get financial reward and working experiences as well, such as teaching or selling practice, which is helpful to their growth. What's more, they can put what they have learned into practice, and know their strong and weak points so that they can improve their studies and personalities, which are beneficial in their later lives.

However, still many people think taking part-time job may have some negative effects on students. In their opinions, it will take them much time and energy, and will affect their studies as a result. What's worse, some students may be so keen on making money that they may neglect their studies in the end.

Adapted from: <http://www.sparke.cn>



Task 25

Search two discussion texts and use them as your references to create a text discussing "Should Students Have Jobs in High School?"

D. Let's Check Your Competence



Task 26

Interview

Choose one of the following issues. Go around the class and ask your friends' stances toward the issue. Categorize their stances into two arguments, for and against in the table below.

Issues

- Having a job while studying can add another source of stress to your life.
- With a little bit of creative scheduling, you'll be able to take care of school and work.

Arguments against	Arguments for



Task 27

Students must not be allowed to take part time jobs. Write a text to discuss the statement.

E. Let's Make a Reflection

Reflect on your learning in this unit and write down your reflection in the space below.

What I like best in this unit:

What I don't like in this unit:

The improvement I have made after learning English in this unit:

F. Let's Make a Summary

In this unit you learn:

1. How to Express Stance

Arguments are given to strengthen one's stance.

Here are examples of expressing stance through stating arguments:

Argument(s) for:	Argument(s) against:
<ul style="list-style-type: none">• I strongly believe that ...• I absolutely agree with ...• I'm standing in a position to support	<ul style="list-style-type: none">• I disagree with ...• That might be true, but I ...• I'm in opposition to ...

2. How to Make a Request

Here are some expressions commonly used in requesting

- Would you mind..., please?
- I'd be very grateful if you'd ...
- Would you be so kind as to ...?
- Could I ask you to ...?

3. How to Give a Promise

Here are some expressions commonly used in promising

- That's a promise.
- I promise to ...
- He promised he would allow me ...

4. Ways of Strengthening and Weakening Statements

The words **can, could, may, might, should, shall, had better, must, will**, and **would** are used to strengthen or weaken the statements. **Can** and **could** are used to express ability. While **could** can also be used to express possibility. **May** and **might** are used to express possibility. To express permission, you use **may** and **can**. **Should, ought to, had better** are used to express advice. Expressing necessity can be done by using **have to, have got to**, and **must**.

5. Discussion texts function to look at more than one side of an issue. Discussion texts have the following parts:

- some statements outlining the issue,
- evidence for different arguments for and against the issue, and
- a conclusion or recommendation

UNIT V

THE PENALTY SHOULD BE INCREASED.





<http://www.abc.net.com>

Have you ever been accused of doing something you did not do? Somehow, have you ever accused someone of doing something wrong? It's unpleasant to accuse someone else of doing something wrong. In this unit, you will learn to express your accusation considerately. However, there's a time when you do something wrong. When you have to admit your mistake, learn more how to express your admission in this unit. Then, start over things with good intentions to make up your mistake. Express your intentions by studying the expressions in this unit.

Do you catch up the latest news on numerous accidents happening in Indonesia? In this unit, you can find out some facts on the plane crashes mostly caused by the low-cost airlines. Check out more information on the safety regulations that have been ignored by some people that may cause accidents. More on safety regulations, you will also enjoy a debate on the standard helmets the motorcyclists have to wear. Then, you will probably find it fun to write your own article based on your best knowledge. After going through some guided writing tasks, you will be able to write a discussion text on the safety of travelling, particularly in Indonesia.

A. Let's Get Ready



Task 1

In pairs, study the pictures below and discuss what the people have done wrong in each picture.



The man doesn't wear a helmet



Task 2

Study the safety symbols found in an aeroplane and match them with their directions/instructions. Then, discuss the questions with your partner.



Turn off all communication devices

No smoking

Fasten seat belt

Picture:

1. <http://www.designofsignage.com> 2. <http://www.sxc.hu> 3. <http://www.designofsignage.com>

Questions

1. Have you ever travelled by plane?
 - If so, mention things passengers can and cannot do on a flight based on your knowledge.
 - If no, discuss with your partner and decide what passengers cannot do while on a flight by putting a tick to the following activities:
 - Using mobile phones
 - Using laptops
(after taking off and before landing)
 - Listening to music by using a music player
(after taking off and before landing)
 - Eating and drinking
 - Talking
2. There have been some plane crashes in the late few years. Can you mention them? Based on your knowledge, do you know what caused the crashes?
3. Passengers' activities on flights might be one of the causes of plane crashes. What do you think about it? Do you agree with that? Based on your knowledge, what activities can cause plane crashes?

The words and phrases in the box may help you.

interference [ɪntə'fɪərəns] (kb)	: campur tangan
apparatus [æpə'reɪtəs] (kb)	: aparatur
stand-by mode ['stænd 'baɪ məʊd] (kb)	: mode stand-by
board [bɔ:d] (kkt)	: naik
flight attendant [flaɪt ə'tendənt] (kb)	: pramugari
turbulence ['tɜ:bju:ləns] (kb)	: gangguan
carrier ['kæriə] (kb)	: perusahaan angkutan
leak [li:k] (kki)	: bocor
aviation [eɪvɪ'eɪʃn] (kb)	: penerbangan
traffic controller ['træfɪk kən'trɔ:lə] (kb)	: pengawas lalu lintas (udara)

B. Let's Act



1. Listen and Speak



Task 3

Listen to Adib and Retno talking about a plane crash and put a tick to the correct statements. The words and phrases in the box may help you. The listening script is in the Appendix.

overrun [əʊvə'raɪn] (kkt)	: melampaui batas
crash [kræʃ] (kb)	: tabrakan
flight [flaɪt] (kb)	: penerbangan
runway ['raɪnwɛɪ] (kb)	: landasan pesawat
occur [ə'kɔ:] (kki)	: terjadi



<http://www.abc.net.au>

Statements:

1. There have been three plane crashes occurring in the past three years.
 There have been more than three crashes occurring in the last few years.
2. "Flying Air" plane overran the runway and caught fire.
 "Flying Air" plane overran the runway and crashed.
3. One of the passengers was accused of using a cell phone on the flight.
 One of the police officers was accused of using a cell phone on the flight.
4. One passenger admitted using the cell phone on the flight.
 None of the passengers admitted using the cell phone on the flight.
5. One of the passengers was hurt in the plane crash.
 None of the passengers were killed in the plane crash.



Task 4

In pairs, study the expressions below.

Accusing and Admitting

In the conversation between Adib and Retno, you find:

"The police **accused** one of the passengers **of using** a cell phone on the flight."

The expression above is commonly used in accusing.

to accuse = to say that someone has done something wrong.

the accused = person or persons charged with a crime.

NOTE: You **accuse** someone **of** a crime or **of doing** something

Here are some other expressions.

- Are you accusing me of stealing?
- He is accused of using a cell phone on the flight.
- The police brought the accused into the court.

In the conversation you also find:

"...that careless passenger admitted using the cell phone on the flight."

The expression above is commonly used in admitting.

Here are some other expressions.

- He admitted stealing the car.
- She admitted she had not switched her mobile phone off.



Task 5

Adib was reading an article in the school board magazine and surprised at the title. Study a dialogue between Adib and Retno discussing the issue and then fill in the blanks with appropriate expressions of accusation and admission. Then, act out the dialogue with your partner.

Adib : Retno, look at this headline! More low-cost airlines in Asia means more of everything, including crashes!

Retno : Yeah, it is no wonder. Do you know the crash of Thai low-cost airline at Phuket International Airport in September?

Adib : No, I don't. Tell me more about it, please.

Retno : Soon before the plane came down, another aircraft landing on the Thai island had warned traffic controllers of dangerously wet and windy conditions.

Adib : Then, what caused the crash?

Retno : The pilots could have cancelled their landing. But, they didn't.
(expressing accusation)

Adib : However, in my opinion, the pilots are not the only accused.

Retno : Yeah, but they had been warned before.

Adib : Then, how many passengers were hurt?

Retno : More than 80 passengers were killed when the plane skidded beyond the runway and burst into flames.

Adib : Oh God! What did the aviation experts say about that poor safety flight?

Retno : (expressing admission)

Adib : Well, travellers should be good at finding information about Asia's airlines.

More low-cost airlines in Asia means more of everything, including crashes

By Joshua Kurlandick Published: December 27, 2007

(Page 2 of 2)

Smart travelers are learning how to find solid information about Asia's new airlines. The Aviation Safety Network (www.aviation-safety.net) contains statistics on air accidents broken down by carrier and region, as well as weekly updates of air safety incidents. Other Web sites like www.airsafe.com have similar data on incidents; www.airlinequality.com offers passengers' takes on many budget carriers.

Government regulators outside Asia can also help. The International Aviation Safety Assessments program of the FAA (www.faa.gov/safety/programs_initiatives/oversight/ass) contains ratings of each nation's air safety, while the European Union maintains a blacklist of airlines (www.ec.europa.eu/transport/air-ban/pdf/ist_en.pdf) that are banned from flying into Europe.

Currently, the European Union bans every Indonesian carrier.

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Adapted from: <http://www.iht.com>



Task 6

Here's a safety demonstration in a plane delivered after passing above clouds or turbulence. Listen to the flight attendant delivering the demonstration and arrange the jumbled instructions in a good order of instructions.

Situation:

After passing above clouds or turbulence, the Captain will turn off the Fasten Seat Belt sign, but usually, the aircraft is still climbing to its cruising altitude. The flight attendants will then invite the passengers to release their seat belts if needed.

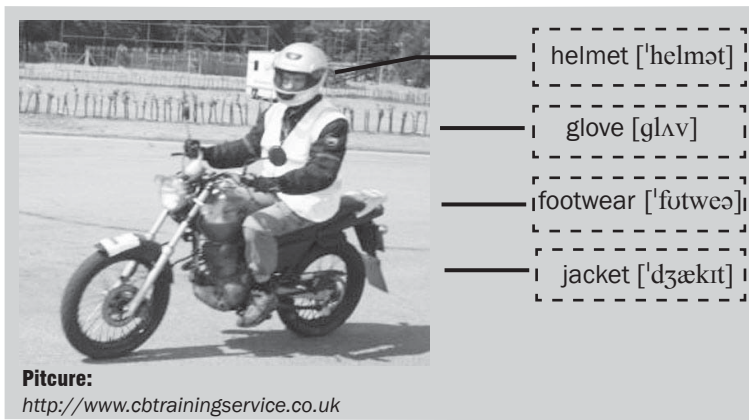
- Now, sit back, relax, and enjoy the flight. Thank you.
- However, we always recommend to keep your seat belt fastened while you're seated.
- In a few moments, the flight attendants will be passing around the cabin to offer you hot or cold drinks, as well as breakfast/dinner/supper/a light meal/a snack.
- Ladies and gentlemen, the Captain has turned off the Fasten Seat Belt sign, and you may now move around the cabin.
- You may now turn on your electronic devices such as calculators, CD players and laptop computers.

Adapted from: <http://www.airodyssey.com>



Task 7

Look at the picture and label the **PROTECTIVE CLOTHING AND EQUIPMENT** in riding a motorcycle.



Task 8

Yesterday, Retno was fined for not wearing a standard helmet. Listen to Adib and Retno talking about the policy. Then, answer the questions that follow. The listening script is in the Appendix.

The words and phrases in the box may help you.

pull over ['pʊl 'əʊvə] (kkt)	: menepi
commit [kə'mɪt] (kkt)	: berbuat, melakukan
traffic offence ['træfɪk ə'fens] (kb)	: pelanggaran lalu lintas
fine [faɪn] (kb)	: denda
charge [tʃɑ:dʒ] (kb)	: tuntutan, tuduhan
penalty ['penəlti] (kb)	: hukuman

Questions

1. What happened to Retno yesterday?
2. What was the penalty for not wearing a standard helmet?
3. Retno said, "Well, now I fully intend to buy a standard helmet." What does the statement imply?
4. In your opinion, was the penalty appropriate for Retno?
 - If so, state your reasons.
 - If not, state the appropriate penalty for Retno.
5. In your opinion, should the penalty be toughened? Why? State your reasons.



By the Way...

It serves you right.

It means you deserve what has happened to you.



Task 9

Study the expressions below.

Expressing Intention

In the conversation between Adib and Retno, you find:

"Well, now I fully intend to buy a standard helmet."

The expression above is commonly used in expressing intention.

Here are some other expressions.

- My intention is to
- It is my intention to...
- I have every intention of (**V-ing**)

NOTE:

In expressing intention, you can use **intend**, **plan**, **hope** that express present plans for future activities.

→ I intend **to** + go

→ She plans **to** + visit

intend, **plan**, and **hope** are used to express present ideas about future activities.



Task 10

Let's say it right.

Study how to indicate one's feelings, emotions, or attitudes through sentences.

Pay attention to how Retno expresses her intention:

"Well, now I fully **intend** to buy a standard helmet."

The stress in the sentence is on the word “intend”. Read the following examples carefully.

Significant stress underlined	Possible meaning
1. I didn't wear a standard helmet!	But <u>he/she</u> did.
2. I <u>didn't</u> wear a standard helmet!	<u>Yes</u> , you did!
3. I didn't <u>wear</u> a standard helmet!	But I <u>brought</u> the helmet.
4. I didn't wear a <u>standard helmet</u> !	I wore a <u>non standard helmet</u> .

Significant stress in a sentence is on the word that is the most important for the speaker's meaning.



Task 11

Listen to your teacher saying the same sentence repeated four times. However, each sentence has different meaning. Underline the word in each sentence which carries the significant stress. Compare your work with a classmate's.

1. I didn't commit traffic offenses.
2. I didn't commit traffic offenses.
3. I didn't commit traffic offenses.
4. I didn't commit traffic offenses.



By the Way...

Traffic lights were used before the advent of the motorcar.

Taken from: <http://www.didyouknow.cd/fastfacts>



Picture:
<http://www.wpclipart.com>



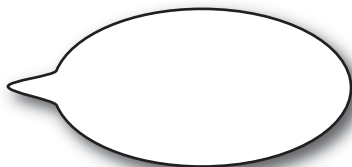
Task 12

Say/state your intentions in the following situations.
Look at the example.

Your friend told you that your helmet doesn't fulfil the requirements of the standard one.

I fully intend to buy a new standard helmet.

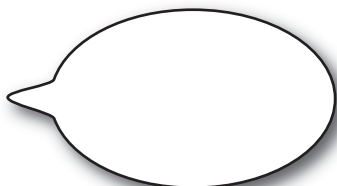
1. You have just read an article stating that without a helmet motorcyclists are up to five times more likely to suffer from a serious head injury in an accident, than a helmeted rider.



2. Your helmet's broken for it has fallen down several times.



3. You heard from your classmate that the police officers have started pulling over motorcyclists who wear non-standard helmets and charging them some amount of money as fine.



Task 13

In Task 8, you figure out that Retno intends to buy a standard helmet. Listen to the shop assistant telling how to choose a helmet and fill in the missing words using the words in the box. Then, act as a shop assistant and practise the steps to try on a helmet with your partner.

try	feel	head	fingertips
forehead	chin	strap	thumbs
forward	pull	take	move
slip	fit	hands	spread

Choosing a Helmet

Here's the best way to try on your helmet:

- Hold it by the ... straps.
- Put your ... on the inside of the straps, balancing the helmet with your
- ... the sides of the helmet apart slightly and ... it down over your head.

- The helmet should ... snugly and may even ... a bit too tight until it's in place correctly.
- Once the helmet is on your ..., make a few other checks of its fit, before fastening the chin
....
- With the helmet still on and securely fastened, ... it from side to side and up and down with your
- Now, with the chin strap still securely fastened and your head straight, ... rolling the helmet ... off your head. You shouldn't be able to ... it off. If you can, the helmet is too big.
- ... off the helmet. Does your head feel sore anywhere? Are there any red spots on your ...? If so, choose the next larger size or try a different brand of helmet.

Adapted from: www.cskk.ezoshosting.com
Motorcyclist Magazine, February 1991



Task 14

In pairs, complete the following dialogues according to the situations using either the expressions of accusation, admission, or showing intention. Then, act out the dialogues with your partner.

- a. Your father's helmet is not a standard one, while the policy of wearing standard helmet has been issued.

You : Dad, do you know that the policy of wearing a standard helmet has been issued?

Father : Yeah, but I think I'm going to be just fine wearing this helmet.

You : _____

Father : _____

- b. Your friend was caught talking on the phone while he/she was riding a motorcycle yesterday.

You : Hey, what you did while you were driving yesterday was dangerous! Don't you know that?

Friend : _____

You : _____

- c. A police officer pulled you over for committing the traffic offence.

Police : Good afternoon, your licence please.

You : Oh, sure, sir. Here you are. Did I make a mistake?

Police : _____

You : _____



Cultural Tips

Waving seems to be a child's art as adults just show the palm with the fingers up. In the United States you should hold your hand high in the air or to the side when you expect the taxi to stop, or wave to him overhand. If you wave underhanded (like in Indonesia), he won't stop because he'll just think you're crazy. Unlike in Indonesia, clapping your hands will not get result, but some curious looks.



Taken from: <http://www.ediplomat.com>



Task 15

Let's make a role play. In pairs, choose one of these situations and create a dialogue. Perform the role play to the class.

1. In the last four days, there had been 5 standard helmets stolen at school. Student A accused student B of stealing those helmets. The idea was strengthened by student C that he/she saw B wandering around the parking lot lately. However, B denied that. Eventually, it was proven that B was not guilty. Then, A and C must admit that they were wrong for accusing B.
2. Student A intends to go to his/her hometown by taking low-cost carrier. Student B (A's best friend) tries to prevent A from taking risky trip by low-cost airline. However, student C convinces A that taking low-cost airline is the best alternative to travel. A, B, and C argue over safety on flying with low-cost airlines. (Decide the ending of this role play.)



2. Read and Write



Task 16

Study the picture and answer the questions in the box with your partner. Then, read a text on the ban of using a cell phone while driving and find the meaning of the words in the box based on the context. Read the text again and answer the suggestions that follow.

1. What is the man doing?
2. Is he doing a dangerous activity?
3. Is talking on the phone while driving dangerous?
4. If so, tell your partner why.
5. If no, convince your partner that he's not doing something dangerous.



ban [bæn] (kb)	:
motorist ['məʊtərɪst] (kb)	:
concern [kən'sɜ:n] (kb)	:
distraction [dɪ'strækʃn] (kb)	:
enforce [ɪn'fɔ:s] (kkt)	:
caught [kɔ:t] (kkt)	:
terms [tɜ:mz](kb)	:
toughen ['tʌfn] (kkt)	:
device [dɪ'vaɪs] (kb)	:
(in) motion [ɪn 'məʊʃn] (kki)	:
auto reactive [ɔ:'təʊ rɪ'æktɪv] (ks)	:
feature ['fi:tʃə] (kb)	:

A Ban on Cell Phone Use at the Wheel: Motorists to Face Jail Terms for Using Cell Phones

There have been changes in the policy of charging careless drivers (in London). Motorists caught talking on a hand-held mobile phone or sending a text while driving could be jailed under the charge of careless driving. In the most serious cases they could be charged with dangerous driving, which carries a two-year minimum sentence and unlimited fine. Such a type of charging is applied in response to growing public concern over drivers using hand-held phones.

Against the ban, some people believe that driving while calling is generally a safe practice. Then, it is a bit difficult to charge one caught talking on a hand-held mobile phone or sending a text while driving to face jail terms. They argue that cell phones are no different from any other distracted driving – like eating, drinking, putting make-up, shaving, smoking, and talking to back seat passengers.



In spite of this, the ban needs to be enforced. It is according to the fact, stated by Department for Transport, that drivers are four times more likely to crash if they are holding a mobile or sending a text while at the wheel. The ban does not cover hands-free phones, but drivers who use them can still be charged if police think they're not in control of their vehicle. Statistics already show that the real distraction is the conversation, even if it is hands free. As it has been statistically proven that hands free conversation is a distraction, so the current laws is toughened.

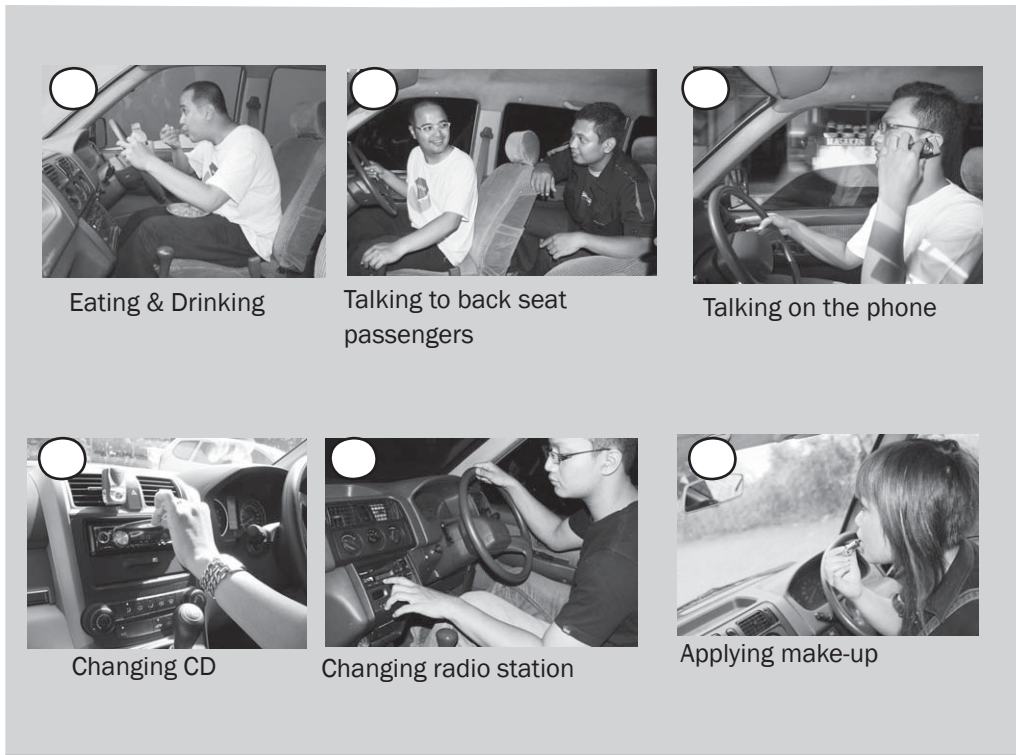
Along with the debate on banning cell phone use at the wheel, there has been made a system called 'Cell Phone Block While Driving'. This system is a device that prevents people from using a cell phone by the driver while car is moving. If the car is stopped for any reason, (red light, parking, etc.) a cell phone will work. If in motion, a cell phone doesn't work. It is believed that the best use of the resources is in making cars safer and implementing auto reactive features that can take over for the driver, not in limiting the driver's options.

Adapted from: <http://www.halfbakery.com>; <http://blog.seattlepi.nwsource.com>; The Jakarta Post

Picture: <http://www.telegraph.co.uk>

Questions

1. What could be charged for motorists caught using cell phones while driving?
2. Why is the ban enforced?
3. Should the ban cover motorists using hands-free phones? State your argument.
4. It is said that that drivers are four times more likely to crash if they are doing other activities that break the concentration at the wheel.
 - a. Rank the most to the least risky activities done by motorists that can cause accidents by numbering the pictures.



The image contains six photographs arranged in two rows of three. Each photograph shows a driver in a car engaged in a different activity. The activities are: 1. Eating & Drinking (top left), 2. Talking to back seat passengers (top middle), 3. Talking on the phone (top right), 4. Changing CD (bottom left), 5. Changing radio station (bottom middle), and 6. Applying make-up (bottom right). Each photo has a small white circle in the top left corner, intended for ranking the activity by risk.

- b. Get in groups of four or five and discuss the possible penalties for the risky activities done by motorists based on the rank.



Task 17

Read a text discussing a policy of charging fine for motorcyclists who wear non-standard helmets below. Recall your memory about reading discussion articles/texts and mark/underline some sentences that present arguments for and against the issue.

Motorcyclists Wearing Non-Standard Helmets Should Be Fined

A motorcycle helmet is probably the first piece of personal protective equipment most motorcyclists reach for when they ride. Since head injuries account for the majority of motorcycle fatalities, head protection is of vital importance. While even the best helmet can't guarantee

complete immunity from injury, without a standard helmet, motorcyclists are up to five times more likely to suffer from a serious head injury in an accident, than a standard helmeted rider. Therefore, there has been a new policy stating that wearing standard helmet should be required for all motorcyclists. The policy is executed by charging fine to those who don't wear the standard helmets recommended by the police. The point has now come up to whether charging fine is effective to raise motorcyclists' awareness of wearing standard helmet or not.

Considering the serious head injury which might be caused by crash of even helmeted motorcyclists, the policy should be toughened. The police have warned motorcyclists the possible danger of not wearing standard helmet. As a matter of fact, thousands of motorcyclists flout the law each day, therefore the warning seemed not to be very effective. It is believed that by increasing the penalties, motorcyclists will start to take the law seriously. Standing in a position to support the policy, charging fine is considered to be effective as most motorcyclists have ignored any forms of law enforcement, including warning. Therefore, it is obvious that the penalty should be increased by charging fine to motorcyclists wearing non standard helmets.

Against the policy of charging fine, many motorists stand in the opposite side. They doubt whether charging fine is effective to raise their awareness of wearing standard helmets while riding. In fact, the police officers have started pulling over motorcyclists who wear non-standard helmet and charged them some amount of money as fine. However, they noticed that the police have failed to charge enough people. It's against the argument saying that by increasing penalties, the motorcyclists are to obey the rule. Moreover, charging fine is considered economically ineffective. The price of a standard helmet remains expensive, while a motorcyclist, whose money has been taken away for fine, could not possibly afford to buy the standard helmet. Psychologically, the policy has failed to raise most motorcyclists' awareness, instead.

Along the arguments for and against the policy of charging fine, it is true that without a standard helmet, motorcyclists are up to five times more likely to suffer from a serious head injury in an accident. Some efforts have been made to raise their awareness of wearing standard helmet. However, increasing the penalty by charging fine seems to be ineffective to enforce the law.

Adapted from: Motorcyclist Magazine, February 1991; The Jakarta Post



Task 18

Match the definitions below with the words found in the text above and then identify their parts of speech. Look at the example.

vary	(v) to make something higher
gear	(v) to explain
account for	(n) being aware
guarantee	(v) to drive a car towards the side of the road
suffer from	(v) to pay no regard to something
pull over	(v) to give a legal assurance that something will work
flout	(v) to be different
ignore	(n) clothing
raise	(v) not to notice someone or something on purpose
awareness	(v) to have a disease or a fault



Task 19

Discuss the questions below with your partner. After that, read a text entitled *Low-Cost Airlines* and find the meanings of the words in the box based on the context. Then, read the text again and answer the questions that follow.

Questions

1. There has been a boom in the number of low-cost airlines in Asia. Based on your knowledge, do you know why?
2. www.news.co.au wrote that "...the growth of low-cost airlines is mostly driven by massive demand from huge emerging Asian middle classes." In your opinion, is it a good or bad phenomenon? State your reasons.
3. Based on your knowledge, do you know what makes plane tickets cheap/affordable?

frill [frɪl] (kb)	:
carrier ['kæriə] (kb)	:
fare [fɛə] (kb)	:
vanish ['væniʃ] (kki)	:
trace [treɪs] (kb)	:
crack-cracked [krækt] (kb)	:
catch-caught [kɔ:t] (kkt)	:
flier ['flaɪə] (kb)	:

Low-Cost Airlines

Before 1999 flying in Indonesia was too expensive for many people. Buses, ships, and trains were probably the alternatives to travel. People would probably take long journeys on buses or ships or both. In 1999 the first Indonesia's low-cost airline was established. The low-cost (or no frills or budget) airlines had begun in the early 1990's in the USA. The term low-cost doesn't always refer to the price of the ticket. Low-cost refers to the operating costs of the airline. These airlines can operate more cheaply than other airlines because they usually only use one or two types of aircrafts, so the cost of training staff is cheaper. Employees sometimes have to work in two jobs-the flight attendants sometimes clean inside the aircraft after each flight. Since 1999 several mode budget airlines have begun flying in Indonesia.

As a matter of fact, the emergence of discount carriers has enormous benefits for travellers. Middle class-people, who could not afford full fare, would pay for cheaper seats. They now can afford to fly by getting affordable ticket price. It's not a surprising fact that many people prefer taking these no-frills airlines than spending more money to travel on planes. Moreover, early ticket booking allows people to get cheaper price of tickets. Usually there's no free in-flight food or drinks. Even though passengers do not get free food or drinks, most people do not matter that.

However, bad safety records have been showed by airlines in Indonesia. The idea is so much supported by a number of plane crashes that mostly happened to low-cost airlines. In the past three

years, an Indonesian low-cost airline vanished without a trace; another plane cracked open upon landing; a flight overran the runway in Yogyakarta and caught fire, and another discount aircraft went off a runway in Java. Indeed, Indonesia may be the scariest nation in Asia for fliers.

Travelling by plane is the best alternative to reach the destination with no time and energy consuming. However, safety is something to take into account, instead of spending less money.

Adapted from: KangGURU Radio English September 2006; <http://www.iht.com>

Questions

1. What does the term “low-cost” refer to?
 2. How can low-cost airlines operate more cheaply than other airlines?
 3. Who benefits the low-cost airlines more?
 4. In the text, it is stated that “Employees sometimes have to work in two jobs-the flight attendants and sometimes clean inside the aircraft after each flight.” What do you think about that kind of work?
 5. In the text, it is stated that “Indonesia may be the scariest nation in Asia for fliers.” Do you agree with that? Why or why not?
-



Task 20

Study the rule below.

Connecting Ideas

In the text entitled *Low-Cost Airlines*, you find:

“**Even though** passengers do not get free food or drinks, most people do not matter that”.

The two ideas in the sentence above are connected with “even though”.

even though and **although** have the same meaning and they express an unexpected or opposite result.



Task 21

Complete the sentences by giving contrasting ideas connected with *even though* and *although*.

1. Even though the weather is bad, _____

2. The pilot decided to land the plane although _____

3. Although low cost airlines have shown bad safety records, _____

4. Even though the number of low cost carrier crashes is increasing, _____

5. Deregulation allows new airlines to operate even though _____



Task 22

Here's a poll on ***Should Standard Helmets Be Required for Motorcyclists?*** found in the internet discussion forum www.topix.com. Vote your option and after reading the forum, write and post your argument in a space provided.

Should Standard Helmets Be Required for Motorcyclists?	
<p>Click on an option to vote</p> <p> <input checked="" type="radio"/> Yes, for all riders <input type="radio"/> Yes, but only for minors <input type="radio"/> No, standard helmets should be optional </p> <p>Arguments Showing posts 1 - 3 of 20</p>	
<p>Heavensdevil <i>Brampton, Canada</i></p>	<p>Reply » #1 Oct 9, 2007</p> <p>Helmets save lives, especially for those of us who are not as skilled as those who don't wear them. It has nothing to do with 'freedom of choice'. It's not a 'right'; it's a 'privilege' to ride a motorcycle.</p>
<p>newt</p> <p><input type="button" value="I VOTED"/></p> <p>Joined: Dec 18, 2005</p>	<p>Reply » #2 Oct 11, 2007</p> <p>Because a driver's license is a privilege, not a right. Because if someone is in an accident with you, they shouldn't needlessly have your death on their conscious (and criminal record). Because it is not fair to the rest of us who have to deal with the traffic backups that come with fatal accident investigations.</p>
<p>Fred <i>Sterling, VA</i></p>	<p>Reply » #3 Oct 12, 2007</p> <p>A full face helmet saved my life just over four weeks ago. I think that people who ride without wearing helmets are suicidal, deluded, or just dumb.</p>
Type in your arguments to post to the forum	
<p>Name: Arguments: Name : (appears on your post)</p>	



Task 23

Choose one of two issues below and then create a poll on it. Give the poll to your classmates and find at least three classmates giving arguments for and three other giving arguments against. Work in groups of four.

- a. Motorcyclists caught using cell phones while riding should be fined.
 - b. There should be no deregulation on airlines in Indonesia.
-

C. Let's Do More



Task 24

Here's an internet discussion forum completed with some arguments posted by some people. Rewrite it into a good discussion text.

Cell Phone Block While Driving:

Prevents People from Using a Cell Phone by the Driver While Car is Moving

This system is a device that prevents the driver of a car from using a cell phone while the car is moving. If the car is stopped for any reason (red light, parking, etc.) a cell phone will work. If in motion, a cell phone doesn't work. This works by installing a sensor to detect wheel motion and a cell phone jammer that is activated by the sensor. If a passenger wants to use a cell phone, there will be a button next to them they can hold down to disable the jammer. As soon as they let the button go though, the jammer reactivates. This prevents the driver from setting it to off to defeat it because one hand would have to be on the wheel and the other on the button. You can't hold a phone. The system also communicates to the phone via bluetooth or another phone-compatible interface. If the driver adds a headset to the phone, or one of those "phone to radio speakers" things, the system turns off to allow its use. It allows calls automatically in case of accident.

Arguments:

their competitor wrote:

This is hardly a new idea, nor is it really a good idea. Statistics already show that the real distraction is the conversation, even if it is hands free.

DocBrown wrote:

Nice idea, but how will you ensure that the jammer affects only phones in the car?

Jlnbish wrote:

This poses another challenge to this idea: what if the driver is using a phone with a hands-free kit? While it is possible that a person on a cell phone can cause an accident and cause someone else harm, it's equally possible that someone reaching for a CD or a Twinkie, or someone dropping a cigarette in their crotch, or turning to yell at the kids, or sneezing would do same.

their competitor wrote:

Obviously the technology for all of these things is in the realm of the implementable. I just believe that the best use of our resources is in making cars safer, and implementing autoreactive features that can take over for the driver – not in limiting the driver’s options.

Adapted from <http://www.halfbakery.com>

D. Let’s Check Your Competence



Task 25

Fact about low-cost airlines

www.iht.com wrote that “...though many budget carriers have young fleets, some Asian carriers buy old planes that have been sitting, unused, in deserts in the United States.”

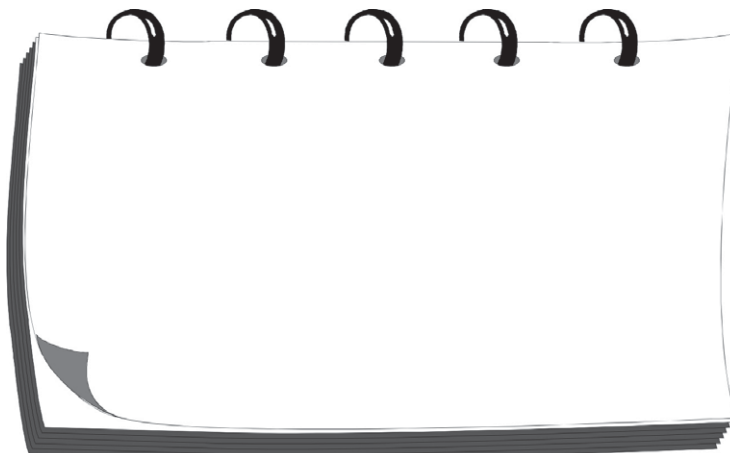
State your stance on the fact above. Then, interview your classmates whether they state argument for or against your stance.

Your stance:	
Argument for:	Argument against:



Task 26

Search at least two discussion texts on low-cost airlines in Indonesia. Use them as your references to make a short discussion text on the same issue.



E. Let's Make a Reflection

Reflect on your learning in this unit and write down your reflection in the space below.

What I like best in this unit:

What I don't like in this unit:

The improvement I have made after learning English in this unit:

F. Let's Make a Summary

In this unit you learn:

1. How to Accuse Someone

Expressions commonly used in accusation are:

- You **accuse** someone **of** a crime or **of doing** something
- The police brought the accused to the court.

NOTE:

To accuse = to say that someone has done something wrong.

The accused = person or persons charged with a crime.

2. How to Admit something

Expressions commonly used in admission are:

- He admitted stealing the car.
- She admitted she had not switched her mobile phone off.

3. How to Express Intentions

Expressions commonly used in expressing intention are:

- My intention is to
- It is my intention to...
- I have every intention of **(V-ing)**

NOTE:

Intend, **plan**, and **hope** are used to express present ideas about future activities.

UNIT VI

I AM VERY HONOURED TO DELIVER THIS SPEECH.



<http://www.presidentri.go.id>



A speech is a formal talk given usually to a large number of people on a special occasion, while a presentation is a talk to give information about something. A presentation is more interactive than a speech.

To deliver a speech, you start by greeting the audience, then addressing the audience, explaining your points, making some wishes, and finally closing your speech.

To make a presentation, you start by greeting the audience, introducing yourself, presenting your points, highlighting your ideas, concluding your presentation, and finally closing it.

Delivering a speech or making a presentation is not an easy task but an important skill. Thus, you must be ready to take the challenge and be prepared to learn more now.

A. Let 's Get Ready



Task 1

Study the following picture and words and then repeat after the teacher.

presentation [prezən'teɪʃn] (kb): presentasi



<http://www.wilshiregrand.com>

presenter [pri'zentə](kb): penyaji
visual aids ['vɪʒuəl eɪd] (kb): alat-alat peraga

- present ['prezənt] (kkt): menyajikan
- deliver [dɪ'lɪvə](kkt): menyampaikan
- delivery [dɪ'lɪvrɪ](kb): penyampaian
- audience ['ɔ:diəns] (kb): hadirin/peserta
- handout ['hændaʊt](kb): materi
- voice [vɔɪs](kb): suara

speech [spi:tʃ] (kb): pidato



speaker ['spi:kə](kb): pembicara

- speechmaking [spi:tʃ 'meɪkɪŋ] (kb): penyampaian pidato
- visual aids ['vɪʒuəl eɪd] (kb): alat-alat peraga
- platform ['plætfɔ:m] (kb): podium
- deliver [dɪ'lɪvə](kkt): menyampaikan
- gesture ['dʒestʃə](kb): gerak tubuh



Task 2

Study the following jumbled steps on preparing a speech and presentation. Arrange the correct order by putting the steps on the flow chart. Number one has been done for you.

Steps in Preparing a Speech or Presentation



1. Analyzing your audience

2. _____

- a. Organize the speech and presentation
- b. Analyzing your audience
- c. Preparing visual aids
- d. Choosing your topic
- e. Narrowing your topic
- f. Gathering information
- g. Delivering a speech and presentation

3. _____

4. _____

5. _____

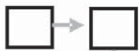
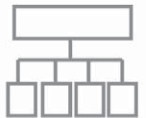
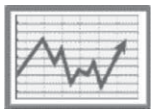


6. _____



Task 3

Study the following visual aids for speech and presentation. Match them with their names by putting an arrow (→) and then pronounce them.



Visual Aids

a. organogram [ɔ:'gæənɔ:græm] (kb): bagan organisasi

b. table ['teɪbəl] (kb): tabel

c. flowchart [fləʊ tʃɑ:t] (kb): bagan alur

d. pie chart [paɪ tʃɑ:t] (kb): diagram lingkaran

e. graph [grɑ:f] (kb): grafik

f. bar chart [bɑ: tʃɑ:t] (kb): diagram batang



B. Let's Act



1. Listen and Speak



Task 4

Study the following words before you listen to a speech by the President of Indonesia and then complete the missing words. The listening script is in the Appendix.

His Excellency [hɪz 'eksələnsi] (kb): Yang Mulia

spectre ['spektə] (kb): momok

pandemic (ks): pandemik (berkaitan dengan penyakit yang menyebar luas di suatu daerah)

flesh [fleʃ] (kb): daging

barrier ['bæriə] (kb): penghalang

ensure [ɪn'sʊə] (kkt): memastikan

constructive [kən'strʌktɪv] (ks): membangun

“Responsible Practices for Sharing Bird Flu Viruses” A Speech by: H.E. Dr. Susilo Bambang Yudhoyono



Functions	Expressions
Greeting	Assalamu'alikum wr. wb. Good Morning,
Addressing	The Excellencies Ministers, Ambassadors, Members of Parliament, and Distinguished Participants. Ladies and _____,
Opening	I am very _____ to stand before you all to deliver a speech concerning our current public security issues about bird flu.
Welcoming	Let me begin by giving you a very warm _____, along with hope that this important meeting will result with success.
Content of the speech	Nothing is more worrying for us today than the spectre of avian flu pandemic. To date, avian influenza has infected 281 people, including 68 Indonesians. A flu pandemic will continue to spread, infect and kill until it has no more human flesh to live on. Millions of people around the world could die a tragic death from the pandemic. It is quite clear therefore that the avian flu is everybody's problem. We have been alarmed that the virus has suddenly crossed the species barrier and H5N1 human cases have been found in many parts of the world. It is therefore our duty to work together to ensure that a pandemic disease does not happen in our time. And it is our responsibility to ensure that all the nations of the world are prepared to prevent and fight it. This is everybody's business, because if one is at risk, all is at risk.
Thanking	We are very _____ that you have answered our call to address the important issues concerning the international cooperation on sharing bird flu viruses.

Wishing	Ladies and gentlemen, I _____ that this meeting will result in constructive discussions on an issue that is at the heart of our national security.
Declaring	Finally, I would like to declare this High-Level Meeting open.
Closing	Thank you very much. Wassalamu'alaikum wr. wb.

Adapted from: <http://www.presidenri.go.id>

Picture: <http://www.presidenri.go.id>



Task 5

In pairs, study the following expressions.

Common Expressions in Speeches

In the speech delivered by the President of the Republic of Indonesia, you find some expressions.

- Greeting:** *Good morning.* Here are some others: *good evening, good afternoon.*
- Addresses:** *The Excellencies Ministers,... Distinguished Participants, Ladies and gentlemen.* Here are some others: *Dear friends, Dear brothers and sisters, The Honourable ...,*
- Opening words:** *I am very honoured to stand before you all to deliver a speech..., It is a great pleasure for me to deliver a speech..., etc.*
- Welcoming words:** *Let me begin by giving you a very warm welcome ..., Welcome to this very special occasion. Let's express our warmest welcome to...*
- The content of the speech:** *First of all, ... Firstly,... Secondly, ... After that, Then,..., Finally,...*
- Thanking:** *We are very grateful that you have answered our call..., I'd like to extend my sincere gratitude to ...*
- Opening an Occasion:** *I now take great pleasure to declare this High-Level Meeting open.* Here are some others: *I declare the.... officially open, let me declare the... officially open.* To close an occasion: *I declare the.... officially closed, let me declare the... officially closed.*
- Wishing:** *I hope that this Meeting will result in constructive discussions...* Here are some others: *We wish you a nice stay in..., we wish you an interesting and enjoyable presentation.*
- Closing:** *Thank you very much.*



Task 6

Arrange the following jumbled speech into the correct order and then name the functions of each expression. Read aloud the speech to your classmates.

	Good evening.
	We wish you all can keep your body and environment healthy and clean to prevent you from the bird flu.
	Ladies and Gentlemen, I think that's all for today. Thank you very much.
	My deepest gratitude goes to all the audience for their responds concerning the current issues of Avian Bird Flu.
	Outbreaks of avian influenza H5N1 occurred among poultry in eight countries in Asia (Cambodia, China, Indonesia, Japan, Laos, South Korea, Thailand, and Vietnam) during late 2003 and early 2004. At that time, more than 100 million birds in the affected countries either died from the disease or were killed in order to try to control the outbreaks. Let me start by telling you what "H5N1 virus" is. It is influenza A virus subtype that occurs mainly in birds. It is highly infectious among birds, and can be deadly to them. The current report of H5N1 infection in wild birds is found in Europe. It began in mid-2005. In early 2006, influenza A H5N1 infection in wild birds and poultry were reported in Africa and the Near East. I have divided my speech into three sections. Firstly, it is about Influenza A (H5N1) Virus, its outbreaks, and finally its current issue.
	Distinguished Guests, Dear friends, brothers and sisters.
	May I tell you first, how pleased I am to have an opportunity to stick here and deliver a speech.
	Good evening.

Adapted from: <http://www.who.int>



Cultural Tips

In English speaking countries, it is not appropriate to greet someone "good evening" after 00:00, "good morning" is used, instead.

"Good night is not the same as "selamat malam", and, therefore, is not commonly used to greet audience in the opening or closing of a speech or presentation. This expression is conventionally used at parting in the evening or when someone's going to bed.

Adapted from: <http://www.ediplomat.com>



<http://www.hellas4me.com>



Task 7

Study the following words before you listen to the presentation and then put a tick on the items which are described in a presentation. The listening script is in the Appendix.

outbreak ['aʊtbreɪk] (kb): berjangkitnya

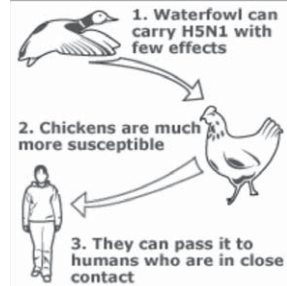
intestines [ɪn'testɪns] (kb): usus

poultry ['pɒʊltri] (kb): unggas

infectious [ɪn'fektʃəs] (ks): menular

waterfowl ['wɔ:təfəʊl] (kb): unggas air

HOW BIRD FLU SPREADS TO HUMANS



Picture: <http://news.bbc.co.uk>

Key Facts about Bird Flu and Bird Flu A (H5N1) Virus

Functions	Expressions
Addressing	Ladies and Gentlemen
Greeting	Good morning
Thanking and introducing	First of all, I'd like to thank the organizer and the audience for inviting me here today. My name is Virga. I am from the Health Department. I'm going to tell you about bird flu.
Opening remarks	My talk is about <input type="checkbox"/> Avian Influenza (Bird Flu) <input type="checkbox"/> Avian Influenza A (H5N1) Virus <input type="checkbox"/> The number of victims of H5N1 virus It will last for about: <input type="checkbox"/> 5 minutes, <input type="checkbox"/> 15 minutes
Planning	I have divided my talk into _____ parts. They are: <input type="checkbox"/> Avian influenza in birds <input type="checkbox"/> Avian influenza A (H5N1) virus <input type="checkbox"/> The outbreaks in some Southeast Asia countries
Directing to visual aids	First of all, let's have a look at the flow chart on how the bird flu virus spread to the humans.
Moving to new point	Let me now turn to the first part of my presentation that is Avian Influenza in birds. <input type="checkbox"/> Avian influenza is an infection caused by bird flu viruses. <input type="checkbox"/> These viruses occur naturally among birds. <input type="checkbox"/> Wild birds worldwide carry the viruses in their intestines, but usually do not get sick from them.

Indicating to the next point	<ul style="list-style-type: none"> <input type="checkbox"/> However, avian influenza can easily kill chickens, ducks, etc. <input type="checkbox"/> They may be infected with avian influenza virus through direct contact with infected waterfowl or contaminated surfaces. <p>Ok, let's move to the next part.</p> <ul style="list-style-type: none"> <input type="checkbox"/> The "H5N1 virus" is influenza A virus subtype found in birds. <input type="checkbox"/> It is highly infectious among birds and can be deadly to them <input type="checkbox"/> H5N1 virus does not usually infect people, but the infections have occurred in humans. <input type="checkbox"/> The most cases have resulted from people having direct contact with H5N1 infected poultry or H5N1 contaminated surfaces.
Highlighting	The thing to remember is that we must keep our body clean and healthy especially staying away from birds.
Summarizing	Let me try to conclude the presentation today. <ul style="list-style-type: none"> <input type="checkbox"/> Waterfowl can carry H5N1 with few effects. <input type="checkbox"/> Yet, when the virus is infected to chickens, it can be deadly. <input type="checkbox"/> The virus can pass to human who are in close contact with infected birds.
Closing	Let me finish here. I thank you so much for the attention. Good morning

Taken from: <http://www.who.int>



Task 8

Study the following expressions.

Common Expressions in Presentations

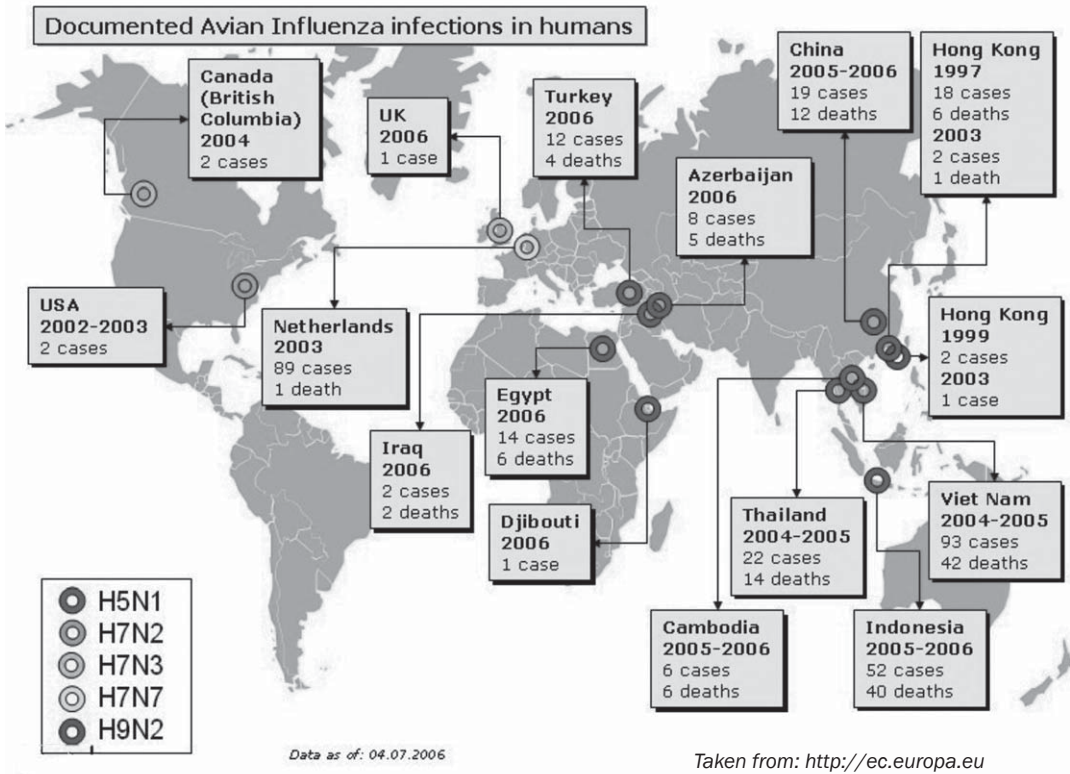
Here are some typical expressions commonly used in presentations.

1. **Addressing and greeting:** *Ladies and Gentlemen. Good morning.*
2. **Thanking:** *I'd like to thank...*
3. **Introducing:** *My name is..., or I'm.... I am from...*
4. **Opening remarks:** *The title of the presentation is..., I'd like to talk about... today. Our topic for today is..., My presentation will last for about...*
5. **Planning:** *I have divided our talk into..., The first is..., The second is..., The third is..., The... is..., and finally I would like to talk a little about....*
6. **Opening:** *I'd like to start by... that....*
7. **Moving to new point:** *Let me now turn to.... Now, I'd like to turn to...*
8. **Highlighting:** *The important thing about... is... The thing to remember is...*
9. **Indicating:** *Okay, Right, Good, Well, etc.*
10. **Summarizing:** *Let me conclude my presentation then. The main points that have been made are...*
11. **Closing:** *I'll finish here, thank you. And let me finish here, thank you.*



Task 9

Work in pairs. Study the following map showing the number of infected people in different parts of the world. Then, make a presentation on the case. You may complete the sentences that follow for your presentation.



Cases of Bird Flu Infections around the World

- H5N1:** In ____ (year), there were ____ cases of H5N1 virus in ____ (country). It caused ____ deaths.
- H7N2:** In ____ (year), there were ____ cases of H5N1 virus in ____ (country). It caused ____ deaths.
- H7N3:** In ____ (year), there were ____ cases of H5N1 virus in ____ (country). It caused ____ deaths.
- H7N7:** In ____ (year), there were ____ cases of H5N1 virus in ____ (country). It caused ____ deaths.
- H9N2:** In ____ (year), there were ____ cases (country). It caused ____ deaths.



2. Read and Write



Task 10

Study the following words before you read a presentation on Avian Influenza and then answer the questions after you finish reading it.

low and high extremes of virulence
 ['vɪrjʊləns] (kb): tinggi rendahnya tingkat kematian
 mild [maɪld] (ks): ringan
 symptom ['sɪmptəm] (kb): gejala
 pathogenic [pæθə'dʒenɪk] (kb): bersumber dari bakteri
 poultry ['pɒʊltri] (kb): unggas

flock [flɒk] (kb): sekawanan
 migrate [maɪ'grɛɪt] (kki): berpindah
 mutate [mju:'teɪt] (kki): berubah
 simultaneously [sɪmə'l'teɪniəsli] (kk): serentak
 severe [sə'viə] (kb): berat/parah (penyakit)
 viral ['vaɪrəl] (kb): disebabkan oleh virus
 pneumonia [nju:'məʊniə] (kb): radang paru-paru

Bird Flu: A Presentation

Good morning Ladies and Gentlemen.

First of all I would like to thank the committee of the seminar who has given me an opportunity to share some information about a disease currently spreads in many parts of the world.

Ladies and gentlemen, bird flu is a deadly disease. Unless an infected patient is treated appropriately and quickly, the patient may die of the disease soon. In addition, the disease can spread very quickly as well. If the spread of the disease is not stopped, mankind will be in danger.

In this seminar I'd like to address the issue by discussing five points. First, I'd like to talk about what avian influenza is. Second, I'd like to look at the role of birds in spreading avian influenza viruses and then its outbreak in poultry and the countries affected most by the outbreak. Finally I'd like to discuss the implications of the virus spread for human's health. To end my presentation I will make some concluding remarks.

Well, let me start with the first point. What is avian influenza?

Avian influenza or "bird flu" is an infectious disease of animals caused by viruses that normally infect only birds. Avian influenza viruses are highly specific to certain species, but on rare occasion, have crossed the species barrier to infect humans. Avian influenza viruses cause two main forms of disease, distinguished by low and high extremes of virulence. The low form causes



<http://www.crdf.org>

only mild symptoms (messed-up feathers, a drop in egg production) and may easily go undetected. The highly pathogenic form is far more harmful. It spreads very rapidly through poultry flocks and causes disease affecting internal organs and almost 100% death within 48 hours.

Moving to the second point, do migratory birds spread highly pathogenic avian influenza viruses?

Well, ladies and gentlemen, the role of migratory birds in the spread of highly pathogenic avian influenza is not fully understood. Wild waterfowl are considered the natural reservoir of all influenza A viruses. They are known to carry viruses of the H5 and H7 subtypes, but usually in the low pathogenic form. Considerable circumstantial evidence suggests that migratory birds can introduce low pathogenic H5 and H7 viruses to poultry flocks, which then mutate to the highly pathogenic form. Recent events make it likely that some migratory birds are now directly spreading the H5N1 virus in its highly pathogenic form.

Now, what is special about the current outbreaks in poultry? The current outbreaks of highly pathogenic avian influenza began in South-East Asia in mid-2003. The outbreaks are the largest and most severe on record. Never before in the history of this disease have so many countries been simultaneously affected, resulting in the loss of so many birds.

Ladies and Gentlemen, many countries have been affected by the spread of the viruses. By the way, which countries have been affected by the outbreaks in poultry?

From mid-December 2003 through early February 2004, the H5N1 virus outbreaks were reported in eight Asian nations. The countries are the Republic of Korea, Vietnam, Japan, Thailand, Cambodia, Lao People's Democratic Republic, Indonesia, and China. Most of these countries had never before experienced an outbreak of highly pathogenic avian influenza in their histories.

Well, let me now discuss the implications for human health. The continual spread of H5N1 in poultry populations creates two main risks for human health. The first risk is a direct infection when the virus passes from poultry to humans, resulting in very severe disease. H5N1 virus has caused the largest number of cases of severe disease and death in humans. The common symptoms are primary viral pneumonia and multi-organ failure. In the present outbreak, more than half of those infected with the virus have died. Most cases have occurred in healthy children and young adults. A second risk, of even greater concern, is that the virus will change into a form that is highly infectious for humans and spreads easily from person to person. Such a change could mark the start of a global outbreak.

Ladies and Gentlemen, to end my presentation, I'd like to remind you all that bird flu is a deadly disease. The viruses that cause the disease spread very quickly. For that reason we need to act now to stop its spread.

That's all I could present today, and thank you for your attention.

Good afternoon.

Adapted from: <http://www.who.int>

Questions

1. What is Avian Influenza?
2. What is the symptom of the high pathogenic form of disease in poultry?
3. What is the role of the migratory birds in the spread of the avian influenza virus?
4. When is the largest and most severe outbreak of the avian influenza virus? Where?
5. Which countries are infected by the avian influenza virus in Southeast Asia?
6. What is the most terrifying implication of the spread of avian influenza virus for human health?



Task 11

Read aloud the presentation script above to your classmates. Don't forget to watch your intonation carefully. The following tips may help you.

Tips to Remember

1. The appearance of the presenters is sometimes very influential to the audience. The way they dress, the way they stand, their expression on the face or their eye-contacts with the audience may impress the audience.
2. It is very important to keep you speak slowly in spite of the nervousness.
3. A cheerful smile may give a good first-impression to the audience. Therefore, the presenter must keep smiling up.



Task 12

Study the following words before you read some steps to keep our body away from Bird Flu and then write a speech on it. When you finish with it, read aloud the speech to your classmates. The guideline may help you.

vaccine ['væksɪn] (kb): vaksin

shot [ʃɒt] (kb): suntikan

seasonal ['si:zənl] (ks): musiman

prescription [prɪ'skrɪpʃn] (kb): resep

borne [bɔ:n] (kb): bawaan

microbe ['maɪkrəʊb] (kb): mikroba

runny ['rʌni] (kb): setengah matang

yolk [jɔ:k] (kb): kuning telur

fend [fend] (kki): menjaga diri

Top Seven Steps to Prevent from Being Infected by Bird Flu Virus (Anna Spector)

1. Get Immunized
Go to a doctor and get all recommended vaccines. Also get a seasonal flu shot. This won't prevent you from getting pandemic flu, but it can help you stay healthy.
2. Pack a First Aid Kit
Pack prescription drugs, a thermometer, and basic first aid kit materials.
3. Take Emergency Phone Numbers
Make a list of useful phone numbers in case of an emergency.
4. Eat Meat and Eggs Only When Well Cooked
Avian influenza viruses and other food borne microbes are killed if meat is cooked to at least 165 F (70 C) inside and out. Eggs should be thoroughly cooked, no runny yolks. Avoid eating or drinking blood from poultry.
5. Wash Hands and Shoes
Hand washing is our number one way to prevent the spread of diseases! Wash hands with warm water and ordinary soap.

6. **Avoid Contact with Birds, Feathers, Faeces**
 Also avoid contact with surfaces where birds have been, egg crates, trucks used to transport poultry and any other surfaces that may be contaminated. Birds, dead and alive can harbour the virus as well as their faeces and feathers. Bird to human transmission of bird flu is most likely to occur from domestic fowl.
7. **Maintain Healthy Habits**
 Eat right, get exercise and keep stress low. The more prepared your body and mind is the more likely you will be able to fend off infectious diseases.

Adapted from: <http://infectiousdiseases.about.com>

Speech Guideline

Greeting	.....
Addressing	.....
Opening	.....

Welcoming	.....

The content	.....

Thanking	.....

Wishing	.....

Closing	.....



Cultural Tips

It is always proper to ask questions if you do not understand something during a presentation. Americans ask questions -- lots of them. They are not ashamed to admit what they do not know. Americans will assume you understand something if you do not tell them otherwise.

Americans are often uncomfortable with silence. Silence is avoided in social or business meetings.

It is rude to interrupt someone who is talking. Say, "Excuse me" during a pause and wait to be recognized. Interruptions, however, are common. Do not be surprised if someone finishes your sentence if you hesitate when you are speaking.

Adapted from: [http:// ediplomat.com](http://ediplomat.com)

C. Let's Do More



Task 13

Find two speech transcripts in the magazine or internet and then answer the questions below.

Questions

1. Who is the speaker? (optional)
 2. What is the theme of the speech?
 3. What is the content of the speech?
-



Task 14

You have learnt the steps to make a speech. Now make a speech on the following topics. Choose one which interests you most. Don't forget to use some visual aids.

Speech Topics

1. The importance of sanitation for health
2. The needs for sufficient nutrition for a healthy body
3. Strategies to stop avian influenza virus spread

Tips for Managing Visual Aids

1. Use visual aids that are large enough for everyone to see.
 2. Do not pass out objects or papers during a speech.
 3. Keep charts, maps, and graphs very simple.
 4. Look at your audience, not at your visual aids.
 5. Practise using the visual aids prior to your presentation.
-

D. Let's Check Your Competence



Task 15

Find two presentation transcripts in the magazine or internet and then answer the questions.

Questions

1. Who is the presenter? (optional)
 2. What is the theme of the presentation?
 3. What is the content of the presentation?
-



Task 16

Do you still remember the step to make a presentation? Make a presentation on the following topics. Choose the one which interests you most. Don't forget to use some visual aids.

Topics for Presentation

1. How to keep our pets healthy
2. The importance of doing exercise regularly

E. Let's Make a Reflection

Reflect on your learning in this unit and write down your reflection in the space below.

What I like best in this unit:

What I don't like in this unit:

The improvement I have made after learning English in this unit:

F. Let's Make a Summary

In this unit you learn:

1. How to Deliver a Speech
 - a. Greeting
 - b. Addresses
 - c. Opening words
 - d. Welcoming words
 - e. The content of the speech
 - f. Thanking
 - g. Opening an occasion
 - h. Wishing
 - i. Closing
2. How to Make a Presentation
 - a. Addressing and greeting
 - b. Thanking
 - c. Introducing
 - d. Opening remarks
 - e. Planning
 - f. Opening
 - g. Moving to a new point
 - h. Highlighting
 - i. Indicating
 - j. Summarizing
 - k. Closing

UNIT VII

**THE MOTION FOR TODAY'S
DEBATE IS THAT SMOKING
IN PUBLIC PLACES SHOULD
BE BANNED.**





Have you ever had a debate? A debate is a serious discussion on a subject in which people taking part. A debate involves two teams, the affirmative and negative teams with three speakers each. The affirmative team defines the motion and then each defines the team line and team split.

In a debate you present your arguments, support your arguments, and then make a rebuttal.

Do you want to have a good debate team? If so, then it is a good time for you to learn how to debate now.

Picture: <http://i134.photobucket.com>

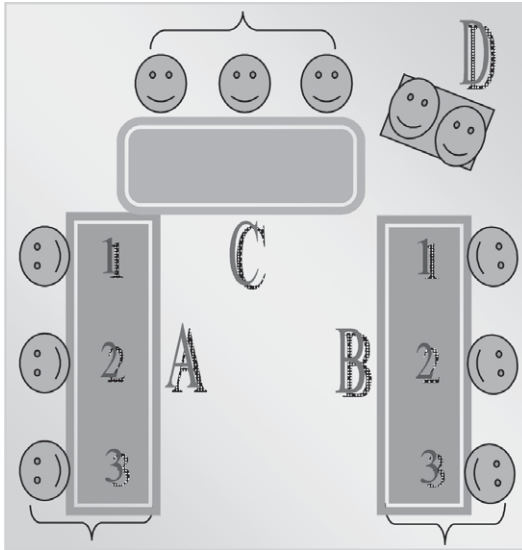
A. Let's Get Ready



Task 1

Study the following picture and words and then repeat after the teacher. Find the Indonesian equivalents of those words.

World School Format Debate



The Components of a Debate

- A. Affirmative team [ə'fə:mətɪv ti:m]
 -
 - 1. First speaker
 - 2. Second speaker
 - 3. Third speaker
- B. Negative team ['negətɪv ti:m]
 -
 - 1. First speaker
 - 2. Second speaker
 - 3. Third speaker
- C. Adjudicators [ə'dʒu:dɪkətəz]
 -
- D. Moderator ['mɒdəreɪtə:]
 -
 - Time keeper [taɪm 'ki:pə]
 -



Task 2

Study the following words and then repeat after the teacher.

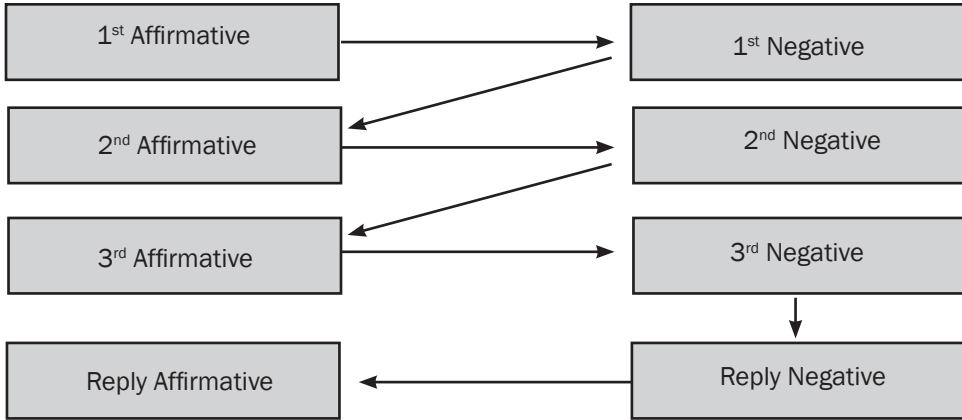
speech [spi:tʃ] (kb): pidato
 reply speech [rɪ'plaɪ] (kb): pidato balasan
 government [ˈɡʌvnmənt] (kb): pemerintah
 opposition [ɒpə'zɪʃn] (kb): oposisi
 rebuttal [rɪ'bʌtəl] (kb): bantahan
 opinion [ə'pɪnjən] (kb): pendapat
 statement ['steɪtmənt] (kb): pernyataan
 definition [defɪ'nɪʃn] (kb): definisi

argument ['ɑ:gju:mənt] (kb) : pendapat
 motion ['məʊʃn] (kb): mosi/topik
 duration [dʒu'reɪʃn] (kb): lama waktu pidato
 team line [ti:m laɪn] (kb): tema utama untuk satu tim tertentu
 team split [ti:m splɪt] (kb): batasan topik untuk satu tim



Task 3

Study the following order of speech in a debate. Work in pairs.



Task 4

In pairs, study the following roles of speakers during a debate and how to present an argument.

The Roles of Speakers During a Debate

Affirmative	Negative
<p>First speaker:</p> <ol style="list-style-type: none"> 1. Give the definition: <i>Here is the definition that we propose ...</i> 2. Outline the team's case: <ol style="list-style-type: none"> a. The team line: <i>Our team line is ...</i> b. The team split: <i>The first speaker will deal with ..., the second speaker ..., and the third speaker ...</i> 3. Explain the argument 4. Give a brief summary: <i>In conclusion ...</i> 	<p>First speaker:</p> <ol style="list-style-type: none"> 1. Respond to the definition (if it is unfair) 2. Rebut the 1st government speaker: <i>Here's my rebuttal ...</i> 3. Outline the team's case: <ol style="list-style-type: none"> a. The team line: <i>Our team line is ...</i> b. The team split: <i>The first speaker will deal with ..., the second speaker ..., and the third speaker ...</i> 5. Explain the argument 6. Give a brief summary: <i>In conclusion ...</i>
<p>Second speaker:</p> <ol style="list-style-type: none"> 1. Rebut the 1st opposition speaker: <i>Let me tell you my rebuttal ...</i> 2. Explain the argument 3. Give a brief summary: <i>In conclusion ...</i> 	<p>Second speaker:</p> <ol style="list-style-type: none"> 1. Rebut the 2nd government speaker: <i>Let me tell you my rebuttal ...</i> 2. Explain the argument 3. Give a brief summary: <i>In conclusion ...</i>

<p>Third speaker:</p> <ol style="list-style-type: none"> 1. Rebut the strong argument from the opposition: <i>Let me tell you my rebuttal ...</i> 2. Rebuild the team case 3. Give a brief summary: <i>In conclusion ...</i> 	<p>Third speaker:</p> <ol style="list-style-type: none"> 1. Rebut the strong argument from the government: <i>Let me tell you my rebuttal ...</i> 2. Rebuild the team case 3. Give a brief summary: <i>In conclusion ...</i>
<p>Reply speaker:</p> <ol style="list-style-type: none"> 1. Provide overview of the team's case 2. Explain why the government's case is better 	<p>Reply speaker:</p> <ol style="list-style-type: none"> 1. Provide overview of the team's case 2. Explain why the opposition's case is better



Task 5

Study the motions for debate on the left and then match with their definition on the right.

Motion	Definition
<ol style="list-style-type: none"> 1. The regional autonomy is a failure. 2. The quota is not the answer for women. 	<ol style="list-style-type: none"> a) "Putting a minimum limit of 30% seats for women in parliament is not the right solution to promote gender equality in society." b) "The implementation of autonomy in regions does not lead Indonesia to a better condition."

B. Let's Act



1. Listen and Speak



Task 6

Study the words and listen to a debate. Then, answer the questions. The listening script is in the Appendix.

The House [ðə haʊs](kb): Dewan Perwakilan Rakyat
 ventilation fan [vɛntrɪˈleɪʃn fæn](kb): kipas ventilasi

ban [bæn](kkt): melarang
 nearby [nɪəˈbaɪ](ks): dekat (di sekitar)

The House Believes That Smoking in Public Places Should Be Banned: A Debate

The first speaker from the affirmative team

Definition: people are not allowed to smoke cigarettes in public places such as in bars, etc.

Team line: smoking in public places is harmful not only for the smokers but also for people nearby.

Team split: 1st speaker, the impact of smoking, 2nd speaker, smoking as a social activity, 3rd more evidence to rebuild the case.

Argument:

- 1) Smoking does not only harm the smoker; but also people nearby (passive smokers).
- 2) Smokers choose to smoke, but people nearby do not.
- 3) Some countries have already banned smoking in public places, like Italy and New Zealand. Therefore, it is urgent to ban smoking in public places.

The first speaker from the negative team

Team line: smoking in public places is not that harmful as long as people are aware to take care of themselves.

Team split: 1st speaker, adults' accepted view of smoking, 2nd speaker, the impact of banning smoking for business, 3rd speaker, more evidence to rebuild the case.

Rebuttal: Passive smokers do choose to breathe in other people's smoke. If not, why do they go to places where smoking is allowed?

Argument:

- 1) Some people are quite happy to work in smoky places.
- 2) In any case, workers should be allowed to work in dangerous conditions; like mining and the armed forces. It is better for people than not having a job at all.
- 3) There is a risk of an exposed danger from those kinds of works.
- 4) A ban is not necessary; ventilation fans can remove most smoke.

The second speaker from the affirmative team

Rebuttal: Safety standards do not allow workers to be exposed to danger. They should not be exposed to other people's smoke, although they don't have any choice.

The argument:

- 1) A ban would encourage smokers to stop. Thus, it would no longer be a social activity.
- 2) One third of smokers in Scotland said the ban was helping them to cut down.
- 3) In many countries, governments pay some of the cost of treating smoking-related diseases. This means that governments should have a right to discourage smoking.

The second speaker from the negative team

Rebuttal: It is legal to smoke, so governments have no right to ban. Smokers fund their own healthcare through the high taxes they pay on cigarette.

The argument:

- 1) A ban would drive many bars or cafes out of business.
- 2) Smokers would not go to these places. These businesses would also earn less money from selling tobacco.
- 3) In many places, pubs and clubs provide jobs for people.
- 4) There is a 9%-drop reported in trade of restaurants, after a ban introduced in Australia.

The third speaker from the affirmative

Rebuttal: It is more important to protect people's health than businesses. Pubs and clubs should adapt it by selling food or else.

More evidence:

- 1) Smokers have the right to smoke, but non-smokers have the right to breathe in unpolluted fresh air as well.
- 2) It is also unnecessary for people to work and be exposed to danger like smoke.
- 3) That's why it is important to soon ban smoking from public.

The third speaker from the negative

Rebuttal: Bars will set up non-smoking bars, if people want it. If not, this suggests that very few people want them.

More evidence: In fact, some people don't mind to stay with smokers. They realize the smoke may harm them, but it is acceptable for them. It is also unfair to turn working men in bars into jobless since no smokers will drop by. Therefore, we should not ban smoking in public places.

The reply speech from the negative

Overview: Some people do not really mind to be in smoky places. It is an accepted view among adults to smoke although it is harmful to bodies to some extent. Banning people will turn out some business and many workers will turn into jobless.

It is ridiculous for the government to claim the right to discourage smoking for the funds spent on treating smoking-related diseases, since the smokers also pay for the high taxes from cigarette.

The reply speech from the affirmative

Overview: The proposition that we should ban smoking in public places is making any sense. The reasons are smoking is harmful not only for smokers but also people nearby and workers are also not allowed to be exposed to unnecessary danger such as smoke.

It is far more worthy to use the government's fund to other sectors than to treat smoking related-diseases. That's why the house should ban smoking in public places.

Adapted from: <http://www.idebate.org>

Questions

1. What is the motion of the debate?
2. What is the definition proposed by the first speaker of the affirmative team?
3. What is the government's team line? Mention the team split.
4. What is the main point of the argument from first speaker of the affirmative team?
5. What is the opposition's team line? Mention the team split.
6. What is the rebuttal from first speaker of the negative team? What is her argument?
7. What is the rebuttal from the second speaker of the affirmative team? What is his argument?
8. What is the rebuttal of the second speaker of the negative team? What is his argument?
9. What can you conclude from the affirmative team's case?
10. What can you conclude from the negative team's case?



Task 7

In pairs, study the following motions for debate and then provide the definition. See the examples. Read aloud both the motion and the definition.

How to Define a Motion

1. Decide which phrase/word need clarification.
2. Use imperative/question sentence to clarify the phrase/word.
3. Answer the question to make the definition more specific.
4. See the example: The motion: The government should ban smoking in public places.

Questions

1. “ban”, what does “ban” mean? **Answer:** *to force people not to smoke*
2. “smoking,” what is smoked? Cigars, cigarettes, or marijuana? **Answer:** *smoking cigars or cigarettes*
3. “public places” in what public places should smoking be banned? **Answer:** *in public places like offices, bars, cafes, bus shelters, etc.*

Thus, the definition is “People are not allowed to smoke cigar or cigarette in public places such as cafes, bus shelters, etc.”

1. This house disapproves of cloning.
The definition:
2. This house supports the use of the death penalty.
The definition:
3. This house should ban advertisements on television.
The definition:
4. The governments should censor materials on the World Wide Web.
The definition:



Task 8

Study the following steps to present an argument.

How to Present an Argument

- a. Making a statement: *We believe that ..., we strongly believe that ..., etc.*
Example: *We believe that smoking does not only harm the smoker but also the people nearby ...*
- b. Give logic reasons: *Because..., it is ..., Because of ..., Since..., In any case ... etc.*
Example: *In any case, smokers choose to smoke, but people nearby do not choose to smoke passively.*

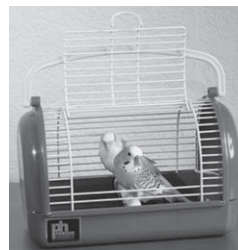
- c. Provide supportive evidence:
Example: *One third of smokers in Scotland said the ban was helping them to stop smoking.*
- d. Correlate the reasons with the motion: *That's why ..., Therefore..., Based on the evidence, ...,It's clear that ..., etc.*
Example: *Therefore, it is urgent to ban smoking in public places to protect Indonesian people.*

Task 9

Work in pairs and then study the following team line and team split. Be the first speaker of the affirmative and negative team and then read aloud the team line and the team split.

The motion is that people should not keep animals as pets.

The definition is that people are not allowed to keep animal like dogs, cats, or birds as companion animals at home.



Picture 1: <http://www.foalfarm.org.uk>

Picture 2: <http://www.jennings81.freeserve.co.uk>

Picture 3: <http://www.drsfostersmith.com>

Team line	Team split
<p>Affirmative: Keeping animal as companion will give negative impacts for human beings.</p>	<p>Pets take a huge amount of time, money, and energy from people. The nature of the animals doesn't belong to humans' house. Keeping animals may put people at a high risk to human health.</p>
<p>Negative: Keeping a pet adds to the quality of life of both the owner and the animal.</p>	<p>Human and animals have relationship of friendship and care. The majority of pets will never put any risk to human. Animals may be helpful for humans to save humans' surrounding.</p>



Task 10

Work in pairs and then study the following argument. Then, create a rebuttal based on the provided points. Present the argument and the rebuttal you just made.

Argument from Affirmative

Keeping pets is a risk to human health. Many animals can pass diseases on to people. Examples include salmonella from handling reptiles and amphibians, psittacosis from parrots and bird flu from many birds. Pregnant women risk their babies by handling cat litter. And many people are allergic to pet hair or feathers.

Adapted from: <http://www.idebate.org>

Rebuttal

1. Pets put very little risk to human's health.
2. Hand washing and good cleaning will make people safe from diseases.
3. Some elders get better mental health when they share life with pets.
4. Some children are resistant to allergy when they are often exposed to pets.



Task 11

Study the following points for arguments and then create an argument for a debate. Present your arguments to the class.

Let's Present an Argument

- **Statement**
Keeping pets can be dangerous.
- **Reason**
There is a trend for keeping exotic animals, such as poisonous snakes, spiders, alligators and tigers. Each year people are killed or hurt by such pets - and not just their owners, children and neighbours are attacked too.
- **Evidence**
There are thought to be 10 000 big cats (such as: tiger, lion, etc.) kept at homes in Texas alone! None of these can ever be totally tamed and safe.
- **Correlation**
.....

Adapted from: <http://www.idebate.org>



Task 12

Complete the following points to make an argument and then create the argument. Present your argument to your classmates.

Let's Present an Argument

- **Statement**
Humans and some animals can have a special relationship of friendship and care.
- **Reason**
 - o Pets improve the quality of life.
 - o The owner enjoys the total love for other creatures.

- **Evidence**

.....

- **Correlation**

.....



2. Read and Write



Task 13

Study the following words and then read a debate transcript below. Then, answer the questions.

scientific [saɪəntɪfɪk] (*ks*): ilmiah
 reassure [ri:ə'ʃʊ:] (*kkt*): meyakinkan
 undermine [ʌndə'maɪn] (*kkt*): melanggar

tech-savvy [tek 'sævi] (*ks*): cakap teknologi
 distraction [dɪ'stræksjən] (*kb*): gangguan
 independence [ɪndɪ'pendəns] (*kb*):
 kemandirian

The House believes that children should not be allowed to use mobile phones

Affirmative	Negative
<p>First speaker</p> <p>The definition is that children under thirteen are not allowed to own and use mobile phones at all cost. Our team line is that mobile phones will not give any advantage for children. The first speaker deals with the risk of using mobile phones for health, the second speaker will talk about the phone distraction for students and the last will rebuild and sum up the case.</p> <p>There are possible health risks from using mobile phones. Because children's brains are still developing, any possible damage to them is even more worrying than for adults. Some research suggests that the radio waves from mobile phones may harm people's brains. It is true there is no total scientific proof about this, but it is better to play safe for children.</p>	<p>First speaker</p> <p>The opposition's team line is that we believe the mobile phone is safe and has many advantages for children. The first speaker will emphasize the cell phone function to help parent keep in touch with their children. The second speaker will explain mobile phone as part of ICT development and the last one will rebuild and sum up the case.</p> <p>They say mobiles phones are risky for children. I think mobile phones are safe for children to use. Because the latest research says that mobile phones do not damage brain cells.</p> <p>Mobile phones keep children safer, as it is easier for parents to stay in touch with their children. Through calls and texts, parents can monitor where their child is and be reassured that he or she is safe. In an emergency, children may call for help quickly.</p>

<p>Second speaker</p> <p>Mobile phones make children less safe. They are carrying an expensive fashion item that makes them a target for criminals.</p> <p>Mobile phones are inappropriate in schools. They take students' attention away from their lessons and undermine discipline. Rules about having them turned off in lessons are impossible to enforce as students just put them in silent mode and secretly text or play games in the back of the class. There have been many cases of students using mobiles to cheat in tests. Schools are for learning and anything which gets in the way of that should be banned.</p>	<p>Second speaker</p> <p>Anything can be abused, including pencils and paper. New technology always carries some risks but we should not be rushed into panic measures.</p> <p>Information and Communication Technology (ICT) is now a normal part of modern life and used by everyone. So children need to grow up making use of technology such as mobile phones if they are to take their place in society. Such use fits them for the modern workplace with its need for tech-savvy employees with communication skills and the ability to work flexibly.</p>
<p>Third speaker</p> <p>Mobile phones are a distraction from the real world, preventing children from interacting with those around them. They also become fat and lazy, as phone use crowds out healthy activity such as sport or playground games.</p> <p>The mobile phone abuse is even worse. Some students put some inappropriate contents from their peers or internet.</p>	<p>Third speaker</p> <p>These problems won't go away if we ban phone use as they can only be dealt with good parenting and moral education. In the meantime, parents can get phones which block inappropriate content.</p> <p>Mobile phones are now a valuable part of student life. Because parents feel their children are safer carrying a phone, they are more likely to allow them to travel to school on their own rather than driving them. This promotes greater independence.</p>
<p>Reply speaker</p> <p>The government believes that children should not be exposed to the use of mobile phones.</p> <p>Some scientific studies say cell phones are harmful for children, although some say not. Yet, it's better to save our children. The worse thing is that students tend to abuse the mobile phones to some extent.</p> <p>It is ridiculous to let students abuse mobile phones although it is one of the consequence or risk of new technology.</p>	<p>Reply speaker</p> <p>People have already understood that mobile phones may give many advantages to some extent.</p> <p>Most importantly, children may have a best thing to do in emergency situation by calling for help through phone everywhere and anytime. ICT requires students to be accustomed to such technology like mobile phones.</p> <p>There is no exact study to prove that mobile phone is 100% harmful for children.</p>

Questions

1. What is the motion? What is the definition?
2. What is the main idea from the first speaker from the government?
3. What is the main idea from the first speaker from the opposition? What is the rebuttal?
4. What is the main idea from the second speaker from the government? What is the rebuttal?
5. What is the main idea from the second speaker from the opposition? What is the rebuttal?

6. What is the rebuttal from the third speaker from the government? What information does the speaker add?
7. What is the rebuttal from the third speaker from the opposition? What information does the speaker add?
8. What is the debate about?
9. Which side will you suppose to be? Why?



Cultural Tips

American people have a different style of debates, namely American Parliamentary Debate. It has two teams of two speakers. It is a common style of debate through many parts of the world, particularly North America. Since the debate has only four speakers, it may last shorter than World School Format Debate.

Taken from: <http://www.apdaweb.org>



Task 14

In pairs, study the following steps to support your reason during a debate.

Giving Support for Your Reasons

Support consists of evidence. There are four kinds of evidence, adapted from LeBeau, Harrington, Lubetsky (2000).

- **Example:** from your own experience or from what you heard or read.
- **Common Sense:** things that you believe everybody knows.
- **Expert Opinion:** the opinions of experts – this comes from research.
- **Statistics:** numbers – this also comes from research.

Example: *For example, .../for instance .../let me give an example, ...*

For example, whenever I go to a restaurant or bar and there are people smoking near me, I feel that I am breathing their smoke. This makes me a smoker even though I don't want to be.

Common Sense: *Everyone knows that .../if..., then .../it's common knowledge that ...*

Everyone knows that second-hand smoke is very unhealthy for non-smokers.

Statistics:

Second-hand smoke causes about 250,000 respiratory infections in infants and children every year, resulting in about 15,000 hospitalizations each year.

Expert Opinion: *According to .../to quote from .../the book _____ says...*

According to the Environmental Protection Agency, "second-hand smoke causes approximately 3,000 lung cancer deaths in non-smokers each year."

Adapted from: <http://iteslj.org>



Task 15

Study the following piece of information and then arrange them into a meaningful argument to debate. Then, decide the motion and in which side you would be.

Statement:

Nowadays many people spend the biggest part of their free time watching television.

Statistic:

In average, American children watch TV 26 hours per week.

Common sense:

TV programs reduce the quality of real life by narrowing people’s outlook, limiting the variety of free time activities, affecting family relations by reducing conversation, and even having an impact on health by discouraging exercise.

The motion:

.....

The argument:

.....

.....

.....

.....



Task 16

In groups of three, study the following steps to make a rebuttal.

Four-Step Rebuttal

1. Step 1: “They say ...”

State the argument that you are about to refute so that the judges can follow easily. Take notes during your opponent’s speeches so you will be clear about what they argue.

Example: **“The other team said that smoking is harmful for non-smokers.”**

2. Step 2: “But I disagree...” Or “That may be true, but...”

Example: **“That may be true, but I think that if non-smokers want to avoid cigarette smoke, they can walk away from it.”**

3. Step 3: “Because ...”

Example: **“Because non-smokers should look out for their own healths...”**

4. Step 4: “Therefore...”

Example: **“Therefore it is not the responsibility of smokers to protect non-smokers.”**

Adapted from: <http://iteslj.org>



Task 17

Work in pairs and then make a rebuttal for the following argument. Read aloud the argument and the rebuttal.

Argument

A big part of TV audience consists of teenagers. **Teenagers are especially vulnerable to the violence and various stereotypes promoted by TV**, because the mentality of young people is in the process of formation. Television's impact on the morality of the younger generation can affect the future of our society negatively.

Rebuttal

They say that

..... That may be true, but I think

.....
Because ... *(The influence of family, friends, religion and school may form the moral values of young people crucially.)*

Therefore,



Task 18

Work in groups of six and study the following draft for a debate. Divide the group into the government and opposition teams and decide who will be the first, second, and third speaker of each team. Write the debate and then present the argument to the class.

The motion: The House believes that people should not eat meat

Affirmative	Negative
<p>First speaker:</p> <p>The definition:</p> <p>.....</p> <p>The team's case:</p> <p>a. The team line:</p> <p>.....</p> <p>b. The team split: <i>(1) animal rights, (2) meat may transfer diseases, (3) more related information.....</i></p> <p>The argument:</p> <ul style="list-style-type: none"> <i>Animals may also feel pain like human.</i> <i>Religious people consider it as murder.</i> 	<p>First speaker:</p> <p>The team's case:</p> <p>a. The team line:</p> <p>b. The team split: <i>(1) animal farming for human, (2) meat may balance nutrition for body (3) more related information.....</i></p> <p>The rebuttal: <i>Humans differ from animals</i></p> <p>The argument:</p> <ul style="list-style-type: none"> <i>Animal farming treat animals properly.</i> <i>Poor treatment results in poor meat.</i>

<p>Second speaker:</p> <p>The rebuttal: <i>The nature of animals is wild.</i></p> <p>The argument: <i>Some meat may transfer diseases like bird flu or mad cow.</i></p> <p>The summary:</p>	<p>Second speaker:</p> <p>The rebuttal: <i>Pesticides for vegetable also put risk for human's health.</i></p> <p>The argument: <i>Meat adds protein and iron for body.</i></p> <p>The summary:</p>
<p>Third speaker:</p> <p>The rebuttal: <i>Cholesterol and fat come from meat.</i></p> <p>The argument: <i>Humans are moral beings, who are aware of the animal suffering.</i></p> <p>The summary:</p>	<p>Third speaker:</p> <p>The rebuttal: <i>Humans are hunter, so eating meat is natural.</i></p> <p>The argument: <i>Humans are omnivore which are meant to eat meat.</i></p> <p>The summary:</p>
<p>Reply speaker:</p> <p>The overview of the team's case</p> <p>The reason why the government's case is better</p>	<p>Reply speaker:</p> <p>The overview of the team's case</p> <p>The reason why the opposition's case is better</p>

C. Let's Do More



Task 19

Work in groups of six and then study the following motion for debate. Pick one motion that you like best and then write arguments needed for a debate. You may find more evidence to support your arguments from the newspaper, magazines, or internet.

Motion

1. The House should ban smoking advertisement

Affirmative

The definition:

.....

The team line:

.....

The team split:

1.
2.
3.

Negative

The definition: *(optional)*

.....

The team line:

.....

The team split:

1.
2.
3.

2. The House believes that women should quit their job after they get married.

Affirmative

The definition:

.....

The team line:

.....

The team split:

1.
2.
3.

Negative

The definition: *(optional)*

.....

The team line:

.....

The team split:

1.
2.
3.

D. Let's Check Your Competence



Task 20

Find two debate texts in the newspaper, magazine, or internet and then answer the questions.

Questions

1. What is the motion of the debate?
2. What is the team line of each team?
3. What is the team split of each team?



Task 21

Study the motion and then complete the definition, the team line, and the team split based on the following information.

- a. **The motion:** The house believes that mother should stay at home.
- b. **The definition:**
- c. **The team line:**
- d. **The team split:**
 1. The freedom for women to work
 2. Poverty that drives women to work
 3. Summary of the case

e. The argument:

- Statement: Poverty or single parent drives women to work.
- Reason:
.....
.....
.....
.....
- Evidence: studies have found clear evidence to show that childhood poverty has a lasting negative impact upon children.
- Correlation:
.....
.....
.....
.....



Task 22

Rebut the following argument. You may use the clues.

1. Sport is a waste of school time and resources. It creates a whole extra department in schools, wasting a great deal of money and time that could be better spent on academic lessons. It also requires school buildings to be surrounded by a large amount of land for playing fields, making it prohibitively expensive to build new schools in urban areas.

Clues for rebuttal

- a. to discover gift namely talent
 - b. career for a better life
2. We all have a right to individuality, to make personal choices and to express our personality. This right of free expression includes the way we choose to dress. Making everyone wear the same school uniform infringes on (goes against) our rights and is a misuse of authority. The right to choose what to wear is particularly important for young people, who often have few other ways of expressing their personality or making choices about their lives.

Clues for rebuttal

- a. to create a sense of belonging and school ethos
 - b. some schools reported improve discipline through uniformity
-

E. Let's Make a Reflection

Reflect on your learning in this unit and write down your reflection in the space below.

What I like best in this unit:

What I don't like in this unit:

The improvement I have made after learning English in this unit:

F. Let's Make a Summary

In this unit you learn:

1. How to Define a Motion
 - a. Decide which phrase/word need clarification.
 - b. Use imperative/question sentence to clarify the phrase/word.
 - c. Answer the question to make the definition more specific.
2. How to Present an Argument
 - a. Making a statement: *We believe that ..., we strongly believe that ..., etc.*
 - b. Give logic reasons: *Because, it is ..., Because of ..., Since..., in any case ... etc.*
 - c. Provide supportive evidence.
 - d. Correlate the reasons with the motion: *That's why ..., Therefore..., based on those evidence, ...,It's clear that ..., etc.*
3. How to Support the Reason for Argument
 - a. Giving example: from your own experience or from what you heard or read.
 - b. Stating common sense: things that you believe everybody knows.
 - c. Quoting expert opinion: the opinions of experts – this comes from research.
 - d. Providing statistics: numbers/data come from research.
4. How to Make Rebuttal
 - a. Step 1: *"They say ..."*. State the argument that you are about to refute so that the judges can follow easily.
 - b. Step 2: *"But I disagree..." Or "That may be true, but..."*
 - c. Step 3: *"Because ..."*
 - d. Step 4: *"Therefore..."*

UNIT REVIEW SEMESTER 1

I. Listen to short conversations between two people. Choose the best answer to each question. The listening script is in the Appendix.

1.
 - a. He will bring the woman a ball.
 - b. He will give the woman another bowl.
 - c. He will wait for a moment.
 - d. He will not do anything about the soup.
 - e. He will pick up the thing in the soup.
2.
 - a. He doesn't want to be blamed.
 - b. He accepts the blame.
 - c. He did not step on the glasses.
 - d. He does not know who put the glasses on the floor.
 - e. He did not know that the glasses were lying on the floor.
3.
 - a. She knows a lot about unemployment.
 - b. She does not wish to know more about unemployment.
 - c. She has no idea about global unemployment.
 - d. She knows everything about unemployment.
 - e. She does not know much about unemployment.
4.
 - a. It is impossible to stop poverty.
 - b. There is no way to stop poverty.
 - c. There may be a possibility to stop poverty.
 - d. It is improbable to stop the drugs poverty.
 - e. Probably poverty cannot be stopped.
5.
 - a. She does not want to rent movies.
 - b. She asks why the man does not want to rent movies.
 - c. She is confused whether or not she will rent movies.
 - d. She is proposing to watch movies.
 - e. She cannot decide whether or not to rent movies.
6.
 - a. He is giving an instruction of how to make an essay.
 - b. He is making an essay.
 - c. He is collecting essays.
 - d. He is going to take an essay from a newspaper.
 - e. He is going to send an essay to a newspaper publisher.
7.
 - a. She likes living in a city.
 - b. She likes living in a village.
 - c. She does not like living in a village.
 - d. She likes being caught in a traffic jam.
 - e. She is really sick of living in a village.

8. a. He will never buy his daughter a car.
 b. He will buy his daughter a car now.
 c. He will buy his daughter a car before she is 20.
 d. He will buy his daughter a car when she is 20.
 e. He will not buy his daughter a car when she is 20.
9. a. She promises to study well.
 b. She does not promise to study well.
 c. She does not want to have a motorcycle.
 d. She promises to buy a motorcycle.
 e. She does not promise to give the words.

II. Complete the short dialogues below with the appropriate options.

10. Shop assistant : Good afternoon. May I help you?
 Andy : Yes. _____ I bought this pair of shoes yesterday.
 I believe I have asked for size 43, but you gave me 42.
- a. I want to blame you.
 b. I propose to exchange the shoes.
 c. I have a complaint to make.
 d. I am really curious.
 e. I am not satisfied with your service.
11. Retno : _____ He used to raise protest against the drug
 abuse.
 Denias : People change.
- a. No wonder that now he becomes a drug dealer.
 b. It is unquestionable that he is now becoming a drug dealer.
 c. It is no doubt that he becomes a drug dealer.
 d. You don't have to be surprised that he is now becoming a drug dealer.
 e. How on earth can he become a drug dealer?
12. Adib : Don't be sad. _____ he's not the Mr. Right who you're waiting
 for. I'm sure you'll find another guy who is really right for you, in the right
 time and in the right place.
 Anita : Yeah, maybe you're right. Every cloud has a silver lining.
- a. Believe me
 b. Perhaps
 c. Trust me
 d. I'm not lying
 e. I tell you the truth
13. Ayu : If you were to choose, would you take your future children to public
 school or would you homeschool them?
 Adib : Even though homeschooling to some extent develop high quality academic
 skills, _____.

- a. I would prefer my children to go to public school.
- b. I would rather homeschool my future children.
- c. I think I would rather teach them myself.
- d. I'll do my best to educate them at home.
- e. I believe that mother should be a primary source to learn.

14. Anita : Dad, _____ I really need some fun after the exam.
- Father : Well, okay. But promise me to go home before 11 sharp.
- a. I propose to hang around.
 - b. I promise to hang around.
 - c. Give me some time to hang around.
 - d. May I join my friends to hang around?
 - e. I am sorry.

III. Read the texts and choose the best answer to each question based on the alternatives given.

Questions 15 – 18 are based on the following text.

The Mouse, the Frog, and the Hawk

A Mouse who always lived on the land, by an unlucky chance, formed an intimate acquaintance with a Frog, who lived, for the most part, in the water.

One day, the Frog was intent on mischief. He tied the foot of the Mouse tightly to his own. Thus joined together, the Frog led his friend the Mouse to the meadow where they usually searched for food. After this, he gradually led him towards the pond in which he lived, until reaching the banks of the water, he suddenly jumped in, dragging the Mouse with him.

The Frog enjoyed the water amazingly, and swam croaking about, as if he had done a good deed. The unhappy Mouse was soon sputtered and drowned in the water, and his poor dead body floating about on the surface.

A Hawk observed the floating Mouse from the sky, and dove down and grabbed it with his talons, carrying it back to his nest. The Frog, being still fastened to the leg of the Mouse, was also carried off a prisoner, and was eaten by the Hawk.



Adapted from: <http://www.allaboutfrogs.org/stories/hawkmouse.html>

Picture 1: <http://www.cdc.gov>

Picture 2: <http://briliatleap.com>

Picture 3: http://www.feebleminds_gifts.com

15. Where did the Mouse and the Frog live?
- a. They lived on the land.
 - b. They lived in the water.
 - c. They lived above the tree.
 - d. The Mouse lived in the water and the Frog lived on the land.
 - e. The Mouse lived on the land and the Frog lived in the water.

16. How did the Mouse die?
 - a. He was tied on the Frog's leg.
 - b. He drowned in the water.
 - c. He floated about on the surface of the water.
 - d. He was eaten by the Hawk.
 - e. He was imprisoned by the Hawk.
17. How was the end of the Frog's life?
 - a. He was fastened on the Mouse's foot.
 - b. He drowned in the water.
 - c. He was eaten by the Hawk.
 - d. He was eaten by the Mouse.
 - e. He became the prisoner of the Hawk.
18. What do you learn from this story?
 - a. We can make friends with everybody.
 - b. We should choose our friends carefully.
 - c. Do not play in the river if you do not want to get drowned.
 - d. Practise swimming if you do not want to get drowned.
 - e. Do not play with animals.

Questions 19 – 22 are based on the following text.

Recycling is a collection, processing, and reuse of materials that would otherwise be thrown away. Materials ranging from precious metals to broken glass, from old newspapers to plastic spoons, can be recycled. The recycling process reclaims the original material and uses it in new products.

In general, using recycled materials to make new products costs less and requires less energy than using new materials. Recycling can also reduce pollution, either by reducing the demand for high-pollution alternatives or by minimizing the amount of pollution produced during the manufacturing process.

Paper products that can be recycled include cardboard containers, wrapping paper, and office paper. The most commonly recycled paper product is newsprint. In newspaper recycling, old newspapers are collected and searched for contaminants such as plastic bags and aluminum foil. The paper goes to a processing plant where it is mixed with hot water and turned into pulp in a machine that works much like a big kitchen blender. The pulp is screened and filtered to remove smaller contaminants. The pulp then goes to a large vat where the ink separates from the paper fibers and floats to the surface. The ink is skimmed off, dried and reused as ink or burned as boiler fuel. The cleaned pulp is mixed with new wood fibers to be made into paper again.

Experts estimate the average office worker generates about 5 kg of wastepaper per month. Every ton of paper that is recycled saves about 1.4 cu m (about 50 cu ft) of landfill space. One ton of recycled paper saves 17 pulpwood trees (trees used to produce paper).

Adapted from: Microsoft Encarta Premium 2006



Picture: Microsoft Encarta Premium 2006

19. The following things can be recycled, *except*...
- precious metals
 - broken glass
 - old newspapers
 - plastic spoons
 - fresh vegetables and fruits
20. Which of the following is *not* the benefit of recycling?
- It costs much money for the process of recycling
 - It costs less to make new products.
 - It requires less energy.
 - It can reduce pollution.
 - It reduces the demand for high-pollution alternatives.
21. What is the third step of recycling paper products?
- Collect and search for contaminants such as plastic bags and aluminium foil.
 - Mix the paper with hot water in a blender which turns it into pulp.
 - Screen and filter the pulp to remove smaller contaminants.
 - Put the pulp to a large vat to separate the ink from the paper fibres.
 - Mix the pulp with new wood fibres to be made into paper again.
22. We can make use of the ink after being separated from the paper fibres by doing the followings, *except*...
- Skim it off.
 - Dry it.
 - Reuse as ink.
 - Burn as boiler fuel.
 - Mix it with the pulp.

Questions 23 – 26 are based on the following text.

Should Students Take Part-time Jobs?

One of the biggest things a student must figure out upon entering school is what to do with all that time. Free to schedule as they please and free from the obligations of life at home, students find themselves with a wealth of time they may or may not have.

There are things which you might consider working. First of all, if you want to be cool and go out with your classmates and buy some cool stuff, well you need money! By getting a job, you get money. Of course, you have to work for it, but still, it can - and probably will - be useful. There is not only money to consider though. Experience is an important asset for after finishing your school. When you work during your school year and add it to your resume, it will show your future employers that you are able to manage to pursue two activities at the same time, or more if you are involved elsewhere. Another interesting thing to consider is the contacts you might make by working. By contacts, I mean people that can be useful to you later in life. If you have different jobs, you make new references you can later add to your CV along with the experience. Also, if you are lucky enough to get a job in your area of studies, it may later become a permanent job.

The main disadvantage on your life is that you will have less time for schoolwork - and social life of course. This also means you get less free time to just hang out or party or do other stuff than work and study. This is an important part of your life if you do not want to go all crazy! It is also important if you want to be cool. Having a job can also add another source of stress to your life. Depending on the type of job you are looking for, you may get a boss that always wants more hours and presses you to be more available. One of the things you can do is to set yourself a maximum number of hours you want to work per week and make this clear with your employer at the beginning of the year.

My biggest recommendation is not to rush into anything. It's perfectly acceptable to spend the first few weeks of school adjusting and having fun, and then slide a job into the mix when you've grown comfortable with everything else. Finally, never allow an outside job to get in the way of your health and school years in general. While work may keep you motivated and get you needed money, it's not worth losing your education or well being over. Obtain what you need, but if you feel yourself slipping take some time off, or find a better place to work. You'll have plenty of time to work post school.

Adapted from: <http://www.epinions.com>

23. Which of the followings is *not* the advantage of taking part-time jobs?
- You will get money which you can use to buy some cool stuff.
 - You will have less time for schoolwork.
 - You will gain working experience.
 - You will expand your contacts and networking.
 - You will get references which you can add to your CV later on.
24. The followings are the disadvantages of taking part-time jobs, *except*...
- You will have less time for your social life.
 - You will have less free time to hang out with your friends.
 - You will get another source of stress to your life.
 - You can prove that you can manage to pursue two activities at the same time.
 - You may get a boss that always presses you.
25. What does the word '**they**' in paragraph 1 line 2 refer to?
- students
 - schools
 - the readers
 - the reader and the writer
 - cool stuff
26. What is the word '**disadvantage**' closest in meaning to?
- benefit
 - profit
 - drawback
 - advantage
 - reward

Questions 27 – 30 are based on the following text.

The Functions of Indonesian Today

Indonesians are awesomely bilingual; indeed many people have a good command of three of four languages. In infancy most people learn at least one of the country's many local languages and later learn Indonesian at school or in the streets of cities or from television and radio. It is not clear how many people learn Indonesian in infancy as their very first language, but at the dawn of the 21st. century it cannot be less than 20% of the country's population, and this percentage is steadily rising. Indonesian tends to be most used in the modern environment of major urban areas. The local languages tend to dominate in rural areas and small towns, and are most used in homes, fields and markets.

Indonesian is the medium of instruction in educational institutions at all levels throughout the country. In the early years of the Republic, local languages continued to be used in some places as the medium of instruction in the first years of primary school but this practice has now almost entirely disappeared. In schools and universities most textbooks are in Indonesian, but at the tertiary level, especially in highly specialised courses and at the advanced level of study, textbooks in English are also widely used.

Although there are several newspapers in English and Chinese, their circulation is relatively small and Indonesian is by far the dominant language in the country's print media. Indonesia's domestic Palapa satellite system brings television to almost every corner of the country. With the exception of some newscasts in English and a small number of cultural programs in regional languages, domestic programs are entirely in Indonesian, and almost all programs of foreign origin are dubbed into Indonesian or have Indonesian-language sub-titles. Similarly Indonesian dominates in the very diverse and vibrant domain of radio broadcasting, although there are a small number of specialist programs in English and in some local languages.

Adapted from: <http://www.hawaii.edu>

27. Where do most Indonesian children learn local languages and Indonesian?
- at school or from the mass media
 - from the other countries
 - from their parents
 - at the laboratory
 - at the library
28. What language is used at tertiary level?
- Indonesian
 - English
 - Local languages
 - Local languages and Indonesian
 - Indonesia and English

29. "Although there are several newspapers in English and Chinese, their circulation is relatively small and Indonesian is by far the **dominant** language in the country's print media." What is the synonym of the word **dominant**?
- main
 - important
 - significant
 - overwhelming
 - awesome
30. Which is the **false** statement about the dominance of Indonesian language over mass media?
- Indonesian newspapers dominate the English and Chinese ones.
 - Indonesian newscast and programmes dominate the English and Chinese ones.
 - Almost all programs of foreign origin are dubbed into Indonesian.
 - Almost all programs of foreign origin have Indonesian-language sub-titles.
 - All newspaper are printed in Indonesian language.

IV. Listen to the monologue and then choose the best answer to each question. Answer the questions on the basis of what is stated or implied by the speakers.

31. What is the function of the expression?
- To greet audiences
 - To open a speech
 - To move to a new point
 - To summarise the speech
 - To thank audiences
32. What is the function of the expression?
- To welcome audiences
 - To move to a new point
 - To open a presentation
 - To open a speech
 - To summarise a presentation
33. What does the presenter mean?
- Giving turn to other presenter
 - Using his turn to present the speech
 - Moving on to the next point
 - Turning left in the next intersection
 - Ending up his turn
34. What is the motion of the debate?
- The house believes that woman should not marry more than once.
 - The house believes that woman should marry once.
 - The house believes that man should marry more than one woman.
 - The house does not believe that the man should not marry more than one woman.
 - The house believes that man should not practice polygamy.

35. What is the most possible definition of the motion?
- Children under 13 are not allowed to watch violence content on TV.
 - Children are allowed to watch any programme from TV.
 - Parents must not use TV to entertain their children.
 - Parents are not allowed to watch TV with their children.
 - Children above 13 are allowed to watch violence content on TV.
36. What is the team line of a debate from the affirmative?
- People may use pesticide for plants.
 - Pesticide always put high risks to humans' health.
 - Pesticide is safe for farmers to use.
 - Pesticide is poisonous only for plants.
 - Pesticide always put high risks only for animals.

V. Complete the missing paragraph with appropriate expression.

.... I think it's all from the first section. Ok..... The next section is about the impact of deforestation for the people nearby...

37. The appropriate expression for the blank space will be...
- Let me begin my next section by saying a prayer.
 - Let's move on to the next section.
 - I thank you so much for coming.
 - I think that's all from me. Good bye.
 - Let me try to conclude.

... The important point about this is that we must realize first that the deforestation may soon increase the amount of GHGS in the atmosphere...

38. What is the function of the expression above in the body of the presentation?
- To give an opening remark
 - To plan the content of the speech
 - To move to the next point
 - To highlight the important point
 - To summarise the presentation
39. Which of the following expressions is appropriate for wishing in a speech?
- I wish to be with you forever.
 - I hope to see you again someday, my love.
 - I hope that this will improve the programme.
 - I expect you to be here on time.
 - I wish I could fly.

40. The best arrangement of the functions of the speech is

1. Thanking
2. Greeting
3. Wishing
4. Closing
5. Addressing
6. Opening words
7. Welcoming words
8. The content of the speech

- a. 1 2 3 8 7 6 5 4
- b. 2 5 6 7 8 1 3 4
- c. 2 5 6 7 8 4 3 1
- d. 1 4 3 5 6 7 8 2
- e. 2 6 5 7 8 1 4 3

41. Argument:

Mothers who stay at home with their children are more likely to have time to be involved with their community.

What is the most possible rebuttal for the above argument?

- a. Encouraging mothers to work outside increases the productivity of the country.
- b. Encouraging mothers to work increases the rate of mortality of the country.
- c. In the future, children will have a rich mother.
- d. The community will reject working mothers.
- e. The children may stay with a babysitter.

UNIT VIII

LET ME TELL YOU A STORY ABOUT FAIRIES.





Golden Press, Australia 1987

How do you usually spend your weekend? Sometimes it's fun to spend the weekend with your classmates. Then, you must make a plan. Therefore, you need to be sure if your classmates are free on the weekend. Learn more some expressions to ask plans in this unit. Then, make sure you know how to persuade your classmates by checking out some useful expressions in this unit. However, things may happen unexpectedly. If your plan doesn't turn out right, you don't need to feel bad about it. Learn more some expressions to show how you regret for that. When regretting is not enough, make sure to prevent the same thing from happening next time.

There's also a better alternative to spend the weekend. Reading fairytales is surely enjoyable. You will find pleasure and entertainment by reading them. Moreover, you can get the chance to create your imagination and write your own imaginative stories. The writing tasks in this unit will surely guide you to do so.

A. Let's Get Ready



Task 1

In pairs, study the pictures below and match them with the titles that suit them best.

PLAYS

Sunday
19.00-21.00



The Dancing Fairies

Friday
19.00-21.00



Peterpan

Saturday
20.00-22.00



Pictures: Golden Press, Australia 1987

The Fairies' Cake



Task 2

Study the fact below and look at the picture. Answer the questions with your partner.

Fairy is a little supernatural creature who can work magic. It is generally in human form, dwelling in an imaginary region called fairyland. The term *fairy* is also loosely applied to such beings as brownies, gnomes, elves, nixies, goblins, trolls, dwarfs, pixies, kobolds, banshees, sylphs, sprites, and undines.

Taken from: Microsoft Encarta © 2008



Questions

1. Do you know what picture it is?
2. Have you ever heard stories about fairies?
 - a. If so, in turns tell your partner a story about fairies or elves that you like best by following the points below:
 - where and when the story happened
 - who or what was involved in the story
 - what problem existed in the story
 - how the story went
 - how the story ended
 - b. If you haven't, tell any fiction story you like best by following the points like those in a.

The words and phrases in the box may help you.

spirit ['spɪrɪt] (kb)	: kekuatan, makhluk halus
witch [wɪtʃ] (kb)	: tukang sihir wanita
turn into ['tɜːn 'ɪntu] (kkt)	: disihir menjadi
fairyland ['feəri lænd] (kb)	: tempat menyenangkan
bewitch [bi' wɪtʃ] (kkt)	: menyihir
spell [speɪl] (kb)	: mantra

B. Let's Act



1. Listen and Speak



Task 3

Listen to Virga and Denias talking about their plans to spend the weekend and write down their plans on the provided agenda sheet below. The listening script is in the Appendix.

Denias's agenda	Virga's agenda
Friday	Friday
Saturday	Saturday
Sunday	Sunday
NOTE Ask Virga to watch the play together.	NOTE Return the movies to the movie rental on time.



Task 4

Study the expressions below.

Asking / Stating Plans

In the conversation between Virga and Denias, you find these expressions:

“**Are you doing** anything tonight?”

“I **am planning** to rent some movies and spend the night watching them.”

The words in bold signify a pattern of sentences to express future time. You can use the pattern to say your activities in future time. The pattern is used when the sentence concerns a definite plan, a definite intention, and a definite future activity.

Here are other examples.

- I **am going** to a play tonight.
- She **is planning** to be a fairy in the play.
- **Are you planning** to prepare for the play?



Task 5

Fill in the following agenda for a week with your plans. Then, exchange information with your partner on things you plan to do.

The image shows a blank agenda for a week, divided into two pages. Each page has four rows of horizontal lines for writing. A large black pencil is drawn diagonally across the bottom right corner of the right page.



Cultural Tips

Time

In Britain, people place value on punctuality. They make great effort to arrive on time. If you agree to meet friends at three o'clock, you can bet that they'll be there just after three. It is often considered impolite to arrive even a few minutes late. If you are unable to keep an appointment, it is expected that you call the person you are meeting.

Taken from: <http://www.woodlands-junior.kent.sch.uk>



Task 6

Study the expressions below.

Persuading

In the conversation between Virga and Denias, you find:

Denias : " Come on Virga" ..."You're not going to let me down, are you?"

The expression above is commonly used in persuading someone.

Here are other expressions.

- Can I/Could I/Couldn't I persuade you...?
- How can I persuade you to...?
- Couldn't you be persuaded...?
- Won't you..., please?
- I think it would be a pity if we didn't...



Task 7

Listen to Virga persuading Denias to tell her the story before watching the play and complete the missing dialogues. Then practise the dialogue with your partner. The listening script is in the Appendix.

Virga : Denias, you told me that the play is adapted from a fairytale. Have you heard or read the story? The title sounds so interesting.

Denias : Yeah, I have ever heard the story told by my English teacher.

Virga : _____

Denias : Hey, it's not going to be interesting if you know the story!

Virga : _____



<http://darkwyz.freepgs.com>

Denias : Trust me! It's not going to be surprising if I let you know the story!

Virga : But, in fact, you knew the story before.

Denias : Virga, I just happened to know the story, and I think you'll enjoy watching the play without knowing the story more.

Virga : All right, maybe you're right.



Task 8

Do you believe in fairies? Listen to a radio programme telling someone's inspirational story entitled *Shoulder Fairies*. Then, say whether the statements are true or false. Correct the false statement. The listening script is in the Appendix.

Statements	T/F	Correction
1. Three years ago, I was living with my husband and three children in the Middle East.		
2. My family was very religious.		
3. One of my sons' friends was run over and killed by a reversing truck.		
4. My sons and I had ever spoken about angels.		
5. One of my sons told me that he had seen two shoulder fairies on his friend's shoulders, and watched them float upwards.		



Task 9

Let's say it right.

In the conversation, Denias said "Virga, are you doing anything **tonight**?"

The word in bold is pronounced [tə'naɪt]. The letters g and h are not pronounced. This is called '**silent-gh**'.

Study how the following words are pronounced and practise pronouncing them after your teacher.

- bought, brought, caught
 - fight, flight, knight, light, might, night, ought, plight, right, sight, tight
 - fought, slaughter, sought, taught, wrought
 - high, higher, sigh, thigh
-



Task 10

After watching the play, Denias and Virga are interested in discussing it. Listen to their conversation and answer the questions that follow. The listening script is in the Appendix.

Questions

1. Did Virga and Denias enjoy the play?
 2. Which part of the play did Denias like the most?
 3. Which part of the play did Denias think the best?
 4. Referring to their conversation, mention the main character(s) of the play.
 5. What did Virga say in the last line to express that she agreed with Denias about the play?
-



Task 11

In pairs, study the expressions below.

Regretting

In the conversation after the play, you find:

...Lucy finally regretted for not making the cake for the fairies.

The expression above is commonly used in showing regrets.

Here are examples of other expressions.

- Much to my regret I (V1)
- She shows much regrets for (V-ing)....
- I regret to say that...

NOTE:

much to someone's regret = making someone very sorry

Preventing

In the conversation you also find these expressions:

"...Lucy tried to prevent the fairies from turning her into a tree."

"She did anything to prevent the spell from happening."

The expression above is commonly used in preventing.

Here are some other expressions.

- I must try to prevent more killing.
- We can't do much to prevent the river from flooding.

NOTE:

to prevent someone from doing something = to stop someone doing something



Task 12

What would you say in the following situations? Compare your expressions with your classmate's.

- You have promised your friend to see his/her play performance, but suddenly your sister needs your help to finish her homework. Show your regret for not coming to the performance.
Your friend : You have promised you would come!
You : _____ ,
- You borrowed a book about fairy tale from the school library and you accidentally broke its cover. Express your regret to the librarian.
Librarian : Look what you have done to the book!
You : _____ ,
- Your class is preparing a drama performance about fairies. One of your friends is in charge of the costume. However, you notice that he/she doesn't take a good care of it. What would you say?
Your friend : Ouch! I should've been more careful taking care of this costume!
You : _____ ,
- There seems to be a delay on the play your class prepares to perform next week. Then, discuss the problem with your teacher. Try to prevent the delay.
You : _____ ,
Teacher : I can do nothing about this delay.



Task 13

Work in pairs. Develop the dialogue between A and B about a terrible mistake A has ever made. Use the expressions of regrets and show how A feels sorry about it. Meanwhile, B must prevent A from doing the same mistakes. Then, act out the dialogue to the class.

Student A : Oh my God. Help me please! I don't know what to do!

Student B : What's the matter with you? You look so miserable.

Student A : I have made a terrible mistake! I was out of my mind.

Student B : Calm yourself down. Now tell me what you did.

Student A : _____

Student B : _____

Student A : (expression of regret) _____

Student B : (expression for preventing) _____



Task 14

Have you ever heard or been told a fairytale entitled *Little Red Riding Hood*? Listen to your teacher telling the fairytale, then identify the expressions of regretting and preventing you heard in the fairy tale. The listening script is in the Appendix.

- **The hunter said:**
(expression of preventing) _____
 - **Little Red riding Hood said:**
(expression of regret) _____
-



Task 15

Library Work

Search a short fairy tale in your school library. Then, get in groups of five and read the tale to your group without telling the ending of the tale. Let the rest of the group discuss and guess the ending.



2. Read and Write



Task 16

Reflect on your personal belief and answer the questions with your partner before you read a text entitled *The Fairies' Cake*. Then, find the Indonesian equivalents of the words in the box based on the context. Read the text again and answer the questions that follow.

Personal Belief Reflection:

1. Have you ever heard or been told any stories about fairies or elves?
2. Do you believe in fairies and elves?
 - If so, tell your partner why and also tell if you have got any experiences convincing you that they exist.
 - If not, tell your partner why not.
3. Imagine that if you could see either fairies or elves, what would you do?



<http://en.wikipedia.org>

gooey [ˈɡuːi] (ks)	:
crumbly [ˈkrʌmbli] (ks)	:
icing [ˈaɪsɪŋ] (kb)	:
flour [ˈflaʊə] (kb)	:
fetch [fetʃ] (kkt)	:
flitted [ˈflɪtɪd] (kkt)	:
croft [krɒft] (kb)	:
fluttered [ˈflʌtəd] (kkt)	:
drooped [druːpd] (kki)	:
grudgingly [ˈɡrʌdʒɪŋli] (kk)	:
crib [krɪb] (kb)	:
gracious [ˈɡreɪʃəs] (ks)	:
giggle [ˈɡɪɡl] (kb)	:
flapped [flæpd] (kkt)	:
staggered [ˈstæɡəd] (kkt)	:
shrieked [ˈʃriːkd] (kki)	:
yowl [jəʊl] (kki)	:

The Fairies' Cake

There was once a young lady called Lucy who baked the best cakes in the whole world. One day she was stolen away by the fairies, who locked her up in the kitchen in Fairyland. "Make us a cake!" they all demanded. "A big, gooey, crumbly, creamy cake with icing!"

"And what will become of me when I've done the baking?" asked Lucy.

"Oh, we'll turn you into a tree."

"I don't want to turn into a tree," thought Lucy. So she said to the fairies, "How can I make a cake without flour? You'd better fly to my kitchen and fetch me a bag of flour."

So the fairies flitted over to the croft where Lucy lived, and flitted back with a bag of flour.

Lucy shook her head. "How can I make a cake without eggs? You'd better fly to my hen-house and fetch me half a dozen eggs."

So the fairies flew over to the hen-house, and flew back with half a dozen eggs. "But how can I make a cake without sugar?" said Lucy to the fairies.

"You'd better hurry to my cupboard and fetch a bag of sugar." So the fairies fluttered over the croft and found in the cupboard a bag of sugar, and between them carried it back to Fairyland. "Ouch, but you forgot the baking powder!" cried Lucy. "Do you want a cake as flat as a dinner plate?" And she sent the fairies back for the baking powder. She sent them for the icing sugar, the cherries, the cream and a bowl. And with every trip the fairies grew more and more tired, until their wings drooped. "There! I'm ready!" said Lucy, putting all the ingredients into the bowl. "But oh dear, I'm too worried about my poor wee baby to think about cake-making. You must go and fetch him for me to watch over while I cook."

"Oh, all right," said the fairies grudgingly. They did not want to go – they were worn out. But how else could they get their cake?

They were no sooner back, carrying the baby in his crib, than Lucy looked at her watch. "Oh goodness gracious! It's time for my husband's tea. I must go home and cook him something."

“Oh no you don’t!” said the fairies. “Let him make his own tea!” But Lucy fell into such fits of giggles that she could neither whisk nor stir. “Make his own tea? Why, he couldn’t butter a slice of bread! Oh, no, you must fetch him so I can explain why his tea’s late.”

So the fairies flapped over to the croft – and flapped back with Lucy’s husband. Then they sat back to back on the floor to catch their breath.

“Did you lock up the cat and dog before you left?” Lucy asked her husband sharply – though she winked an eye as she spoke.

“Er...er, no, I-I didn’t have time.”

“What? The dog and cat not locked up? Why, they’ll scratch the house to pieces! You fairies will have to fetch them here – no two ways about it!”

The fairies could hardly bring themselves to get up off the floor. But they were so hungry that they wanted a cake more than ever. So they folded their wings across their backs and walked all the way over to Lucy’s croft, and carried back the cat and the dog.

“Now. At last I’m ready to bake the cake,” said Lucy. “But where’s the oven?”

“Oven?” The fairies began to grizzle. “Do you need an oven?”

Lucy laughed and her husband laughed, too. “Of course I need an oven!”

So the fairies crawled over to the croft and staggered back under the gigantic weight of the cast-iron kitchen range.

While they were gone, Lucy said to her husband, “Sing!” And she said to the cat, “Yow!” And she said to the dog, “Bark!” And she said to the baby, “Cry!”

The door flew open, and in came the oven. The fairies set it down, then sprawled on their little fairy beds, exhausted.

But the man was singing.

And the cat was yowling.

And the dog was barking.

And the baby was crying.

“Sssh! Oh shush! Stop!” shrieked the fairies, covering their ears. “Go away, *please!*” they cried, pulling their pillows over their heads.

“Very well,” said Lucy. “but only if you promise to fetch my oven home tomorrow morning at the latest.”

Then her husband picked up the baby in his crib, and Lucy picked up the cat, and the dog followed on behind. They walked home to a meal of cold pork pie and toasted crumpets.

But Lucy, though she had narrowly escaped being turned into a tree, felt sorry for the fairies with no-one to bake them cakes. So when they brought back her oven, the first thing she did was to bake a big, gooey, crumbly, creamy cake with icing on top, and she left it outside the door. And do you know what? The next morning it was gone.

Taken from: Golden Press, Australia 1987

Questions

1. Mention who and what were involved in the story with their characteristics.
2. Why was Lucy stolen away?
3. What would happen to Lucy if she finished baking the cake?
4. List things Lucy needs to bake a cake.
5. How did Lucy escape from the fairies?
6. Finally, how did the story end?



Task 17

Study the explanation below.

It is fun to read fairy tales. By reading fairy tales, you will get entertainment and be amused. Usually, a fairytale deals with actual/imaginative experiences in different ways.

Here are some parts in the way fairytales amuse the readers:

- In the first part, it sets the scene. This part tells where and when the story happened, introduces the characters of the story: who and what is involved in the story (orientation).
- The second part of fairytales tells the beginning of the problem of the main characters (complication).
- Later, the problem is resolved (resolution).
- Finally, the last part of the fairytale is a closing remark to the story and it is optional. It consists of moral lesson, advice or teaching from the writer (coda).



Common grammatical features of narrative texts include:

- use of adjectives to build noun groups to describe people, animals or things in the story
- use time connectives and conjunctions to sequence through time
- use of past tense action verbs to indicate the actions in a narrative text



Task 18

Do you know why cats kill rats? Read the text below and write down what you can learn in the space provided.

Why the Cat Kills Rats

Long time ago, there lived Ansa. He was the king of Calabar for fifty years. He had a very faithful cat as a housekeeper, and a rat was his house-boy. The king was an obstinate, headstrong man, but was very fond of the cat, who had been in his store for many years.

The rat, who was very poor, fell in love with one of the king's servant girls, but was unable to give her any presents, as he had no money.

At last he thought of the king's store, so in the night-time, being quite small, he had little difficulty, having made a hole in the roof, in getting into the store. He then stole corn and native pears, and presented them to his sweetheart.



At the end of the month, when the cat had to render her account of the things in the store to the king, it was found that a lot of corn and native pears were missing. The king was very angry at this, and asked the cat for an explanation. But the cat could not account for the loss, until one of her friends told her that the rat had been stealing the corn and giving it to the girl.

When the cat told the king, he called the girl before him and had her flogged. The rat he handed over to the cat to deal with, and dismissed them both from his service.

The cat was so angry at this that she killed and ate the rat, and ever since that time whenever a cat sees a rat she kills and eats it.

Taken from: <http://folkloreandmyth.netfirms.com>

Picture: <http://bp3.blogspot.com>

After reading the story, I learn ...

Intermezzo



When the cat is away the mice will play.

It means when law enforcers are not present, certain public members will take the opportunity to break the law.



Task 19

Read a tale entitled *Peter and the Mountainy Men* and find the Indonesian equivalents of the words based on the context. Read the tale again and answer the questions that follow.

miller [ˈmɪlə] (kb)	: ...
plead [pli:d] (kkt)	: ...
mill [mɪl] (kb)	: ...
tuck [tʌk] (kkt)	: ...
dwarf [dwɔ:f] (kb)	: ...
heap [hi:p] (kb)	: ...
munch [mʌnʃ] (kb)	: ...
hurdle over [ˈhɜ:dl 'ɔ:və] (kkt)	: ...
bench [bentʃ] (kb)	: ...
pole vault [pəʊl vɔ:lt] (kki)	: ...
leprechauns [ˈleprəkɔ:nz] (kb)	: ...
darts [dɑ:ts] (kb)	: ...
skittle [ˈskɪtl̩] (kb)	: ...
fir [fɜ:] (kb)	: ...
cone [kəʊn] (kb)	: ...
twig [twɪg] (kb)	: ...
somersault [ˈsʌməsɔ:lt] (kb)	: ...
rod [rɒd] (kb)	: ...
scarcely [ˈskeəslɪ] (kk)	: ...
sneak out [sni:k aʊt] (kkt)	: ...
peep [pi:p] (kki)	: ...

Peter and the Mountainy Men

Long, long ago, in the mountains of Switzerland, there lived a rich miller who was very mean. Even when people were starving and pleading for food, he would not help them.

One cold winter's day there was a knock on the mill door. "What do you want?" barked the miller.

"Please, sir, could you give me just one small bag of flour?" pleaded a tiny man dressed in a red cap and little green suit. "We need it so badly."

"Buzz off!" shouted the miller. "I've no time for beggars!"

As the dwarf began his long walk back to the mountains, he met a young boy carrying a bag of flour in his arms. It was Peter, the miller's son.

"Take this," he whispered, "but don't let my father know I've given it to you."

The dwarf took the bag and tucked it inside his coat. "Thank you, young sir," he said. "I'll not forget your kindness." Then he continued on his way.

One spring morning, several months later, Peter was fishing in a lake up in the mountains when he felt a strong pull on his line. He tugged and tugged, until suddenly, a little figure appeared out of the water. It was the dwarf!

"Why, if it isn't the miller's son!" he said, drying himself on a huge leaf. "I've been having my annual bath in honour of the Great Day."

"Great Day?" asked Peter.

"Didn't you know? Today's our Great Day of Feasts and Sports. Why don't you come and join us? It's great fun and there's heaps to eat!"

The dwarf dived into the long grass, and pulled out his red cap and green clothes. Then he led the way through a hollow tree trunk to a huge cave in the hillside. This was where all the mountainy people – the elves, the dwarfs and the fairies – make their home.

In the huge cave hundreds of little folk dressed in gaily coloured clothes sat at long, low tables munching cake, jellies and ice-cream. And there were great bowls of fruit and tall jugs of juice.

The dwarf banged on the table for silence. Immediately the chattering and music stopped.

"Dwarfs, goblins, and fairies, this is Peter, the boy who gave us the bag of flour last Winter. He's here as my special guest for the Great Day!"

The mountainy people clapped and cheered, as Peter sat down at the head table and began to eat, and eat ... and eat. But, long before he had finished, the games began.

There was hurdling over the benches and pole-vaulting over the tables. The leprechauns played and a big crowd gathered to watch the darts match played with goose feathers. Skittles were played with a marble and big fir cones, and for javelin-throwing they used long twigs.

Peter was invited to join in the fun, but refused politely. "I don't really think it would be fair. After all, I'm so much bigger than you ... and stronger."

"I wouldn't count on that," said a goblin – and he lifted up the bench, Peter and all!

The miller's son at entranced as the elves rode bareback on racing mice, and the fairies used little wooden boats to race down a stream running through the cave. And all the time there were dwarfs doing handstands and somersaults, sometimes for prizes but mostly for fun. Then, after a tug-of-war between the goblins and the gremlins, everyone ran out to the top of the mountain and back – and fell down exhausted.

Peter picked his way through the tired little bodies, taking care not to step on the fairies' wings. He crept out of the cave and climbed up the tree trunk back to the lake.

Just as he picked up his fishing rod he heard a voice calling to him. "Wait, Peter, wait for me!" It was the mountainy man. "You're leaving without your presents."

"Presents? But it isn't my birthday."

“I know it isn’t. I mean your thank-you presents. You gave us flour when we were starving, so please take this whistle in return for your kindness. Just blow it loudly three times and we’ll bring you whatever you want.”

Amazed at all he had seen, Peter could scarcely find words to thank the little man. “And this,” said the dwarf taking a bag from inside his coat, “is a flour bag for your father.”

As the sun was sinking, Peter reached the mill, gave his father the bag and told him that the dwarf had given it to him.

“You mean you sneaked out and gave one of my bags of flour to that little beggar?” shouted the miller. But then he peeped inside the bag ... and found a hundred shining pearls, with a note:

*We hope this makes you happy not sad,
Mountainy folk return good for bad.*

The miller felt so ashamed he promised Peter that never again would he turn away anyone in need of help.

So, ever after that, when the first winter snow fell high on the mountains, all the little people visited their friends, the miller and Peter.

And they always found the miller’s table laden with delicious food.

Taken from: Golden Press, Australia 1987

Questions

1. Write down the setting in brief.
 - Who are involved in the story?
 - Where did the story take place?
 - When did the story happen?
2. Write down the chain of events in brief.
 - What did the miller do when a dwarf begged for flour?
 - What did Peter do to the dwarf?
 - How did Peter meet the dwarf several months later?
 - Where did the dwarf ask Peter to go with?
 - In what event was Peter invited to join?
 - What did Peter get as he left?
3. How did the story end?
4. What do you learn from the tale?



Task 20

Study the rules below.

Using Clauses/Phrases to Express Time

In the text you find:

Even when people were starving and pleading for food, he would not help them.

The clause in bold above is used to show time.

Here are some words or phrases used to show time:

after, as, before, once, since, till, until, when(ever), while, whilst, now, as long as, as soon as, immediately, directly, etc.



Task 21

Complete the sentences by putting adverbial clauses of time. Number 1 is already done for you.

1. The Fairies began dancing **as soon as the rain stopped**.
 2. _____, the birds start singing.
 3. Lucy was turned into a tree _____
 4. The fairies came _____
 5. _____, cats kill and eat them.
 6. _____, the fairies lost their magic spirit.
-



Task 22

Use your imagination to develop the unfinished story below. Discuss the ending with your classmate.

The Dancing Fairies

Once upon a time, in Swedish island, there lived a servant called Little Anders. He worked as a groom in the stables of Mr Strale. Little Anders was a dreamer. He dreamed all day and all night about elves and fairies, and he often fell asleep when he was supposed to be working. And, one hot Midsummer's day, he slept right through the afternoon.



"Wake up, Little Anders," said his master. "It's late! Hurry down to the meadow and fetch my horse. We must lock him up safely dark or the fairies will whisk him away."

The full Midsummer moon was shining brightly by the time Little Anders reached the meadow. Suddenly he heard the strangest music from far above his head. Then, as he listened, a cloud of winged fairies sailed down a moonbeam and landed in the middle of a circle of dark grass, where they danced to the music of fairy orchestra. Leading them was their Queen, who was taller than the others and very beautiful. She wore a silver crown and her dress sparkled with precious stones.

Little Anders crept closer and closer to watch. Then the Queen called out: "Stop! There's a stranger present!" The music ceased, and the dancers stood like statues. "You'd better go home," said the Queen, turning to Little Anders. "Or you may find yourself bewitched." _____

Taken from: Golden Press, Australia 1987

Picture: <http://witchcraft-supplies.com>



Task 23

Let's sing a song.

Listen and study the lyrics below. With your friend, find the meaning of difficult words you find and discuss the moral value of the song. Then, sing the song.

Let The Sun Shine In

(Frente)

Mommy told me something
A little kid should know
It's all about the devil
And I learned to hate him so
She said he causes trouble when you let him in your room
He'll never ever leave you if your heart is filled with gloom

Chorus:

So let the sun shine in
Face it with a grin
Smilers never lose
And Frowners never win
So let the sun shine in
Face it with a grin
Open up your heart and let the sun shine in

When you are unhappy
The devil wears a grin
But oh he starts to run in
When the light comes prowling in
I know he'll be unhappy
Cause I'll never wear a frown
Maybe if we keep on smiling
He'll get tired of hanging 'round
If I forget to say my prayers
The devil jumps with glee
But he feels so awful awful
When he sees me on my knees
So if you feel of trouble
And you never seem to move
Just open up your heart and let the sun shine in
(Chorus)



Taken from: <http://www.seeklyrics.com>

Picture: <http://bp2.blogger.com>

C. Let's Do More



Task 24

Read the fairytale below and answer the questions.

The Elves and the Shoemaker

“Can’t you work any faster, my dear?” said the shoemaker’s wife anxiously.

The shoemaker smiled: “Oh, I could work faster,” he said. “I could cut out the leather for my shoes less neatly, and I could sew with bigger stitches. But I like to give the customers my very best workmanship. And that takes time.”

“I know, dear, but there’s no money left over to buy more leather. You work so carefully that it takes you two days to make one pair of shoes.”

“I’m doing my best,” said the shoemaker sadly. “My eyesight isn’t as good as it was and my fingers aren’t so quick.”

The shoemaker continued to do his slow, careful best. But there was soon no money left to buy leather, and all his hides and suedes were used up. Only one scrap of leather was left on his workbench.

“What shall we do tomorrow when there’s no leather to sew and when there are no more shoes to sell?” asked his wife.

The shoemaker smiled. “ Well, let’s worry about that tomorrow.”

He spent all day cutting out a pair of shoes from the last of the leather. “These are probably the last shoes I shall ever make,” he thought, “so they must be my best.”

When he went to bed, he left the cut-out shapes on his workbench.

“I’m sorry we are so poor, my dear,” he said to his wife as he climbed into bed.

“You can only do your best,” she said comfortingly. “You can’t do any more.”

In the morning, the shoemaker cleaned his glasses and threaded his needle around for the pieces of leather. But something amazing had happened. A finished pair of shoes stood in the centre of the bench, perfect to the last shiny buckle. Someone had made the shoes for him, overnight.

“Just look at the workmanship!” he exclaimed, showing them to his wife. “And look at the beautiful tiny stitches! Who could have made them?”

The shoes were so well made that they sold for twice the usual price. So the old shoemaker was able to buy a new strip of leather and cut out two pairs of shoes during the day. At night he left the cut-out shapes on his workbench and went to bed a much more cheerful man.

In the morning, the two pairs of shoes were completely finished, right down to the tags on their laces.

“What a craftsmanship!” said the shoemaker to his wife. The shoes brought such a good price that this time he was able to buy enough leather for four pair of shoes. And the next night, the mysterious visitors sewed all four pairs.

“Such perfect cobbling!” exclaimed the customers. And they came from miles around to buy the shoemaker’s wares. There were long, glossy riding boots for the men and pretty velvet dancing shoes for the ladies.

“We have enough leather for a lifetime!” said the shoemaker’s happy wife. “And so many people come here to buy their shoes that we are almost rich!”

But the shoemaker was thinking. “Wouldn’t you like to know who is helping us every night? It’s time we found out.”

So one cold night, just before Christmas, the shoemaker left the cut-out leather on his workbench, then he and his wife hid nearby.

As midnight struck, out from behind the clock crept six naked little elves. They climbed on to the bench and went to work at once, sewing and hammering and lacing and polishing. Every now and then they stopped to blow into their cold hands or stamp their cold feet or hug themselves against the chilly night air. They were shivering blue from head to foot.

“Poor little mites,” said the shoemaker’s wife. “All that work for us and they haven’t got a shirt or even a pair of boots.”

“Well, after all they’ve done for us, we ought to give them a thank-you present,” said the shoemaker.

The next day his wife was soon busy cutting out little shirts and trousers from some bright warm cloth. The shoemaker took out his finest needle and softest leather and made a handsome pair of boots for each elf.

On Christmas night, they left their presents on the workbench and hid as they had done before. It was bitterly cold. When the six little elves appeared, they were shuddering and shivering, and their breath turned white in the frosty air.

They were confused at first, when they could find no boot leather to sew. But when they saw the clothes and realized that they were for them, they put them on and danced about, laughing and clapping their hands inside their new woolly mittens.

“No more cobbling for us! We’re smart fellows now!” And they all sang as they danced out the shop and down the street.

“So! No more help from the elves,” said the shoemaker’s wife, laughing. “How will you manage now that so many people come to you for their shoes and boots?”

The shoemaker smiled. “I’ll just have to do my best,” he said.

“I’m sure you will, my dear,” said his wife.

“You always do.”

Taken from Golden Press, Australia 1987

Questions

1. Who are the characters involved in the fairytale?
 2. What happened to the shoemaker?
 3. What did the shoemaker’s wife complain about?
 4. What happened in the following day when the shoemaker cleaned his glasses?
 5. Who finished the shoes every night?
 6. What do you learn from the fairytale?
-



Task 25

Let's make a doll performance.

Get in groups of five or six. Search a narrative text from any sources: from the internet, story books, and/ or magazines. Then, convert it into a script. Create a doll performance and perform the story to the class.

D. Let's Check Your Competence



Task 26

Be a story teller.

Retell any story you have ever heard and perform it to the class. You may use visual aids or any aids to help.



Task 27

Write a fairytale in a modern setting based on your most unforgettable experience either exciting or frightening by following the points below. Then, have your friends comment on the tale you created.

1. Who were involved?
2. When did it happen?
3. Where did it happen?
4. What happened?
5. How did it happen?
6. How did the story end?

E. Let's Make a Reflection

Reflect on your learning in this unit and write down your reflection in the space below.

What I like best in this unit:

What I don't like in this unit:

The improvement I have made after learning English in this unit:

F. Let's Make a Summary

In this unit you learn:

1. How to Ask/State Plans
Using the Present Progressive to Express Future Time
Pattern: S + be + V-ing + adverb of time
2. How to Persuade Someone
Expressions commonly used in persuading someone are:
 - Can I/Could I/Couldn't I persuade you...?
 - How can I persuade you to...?
3. How to Express Regret
Expressions commonly used in showing regrets are:
 - Much to my regret I (V1)
 - She shows much regrets for (V-ing)....NOTE: Much to someone's regret = making someone very sorry
4. How to Prevent Something
Expressions commonly used in preventing are:
 - I must try to prevent more killing.
 - We can't do much to prevent the river from flooding.NOTE: To prevent someone from doing something = to stop someone doing
5. Adverbial Clauses of Time
Some words or phrases used to show time are:
after, as, before, once, since, till, until, when(ever), while, whilst, now, as long as, as soon as, immediately, directly, etc.
6. Narrative Texts
Narrative texts function to entertain and amuse readers. Narrative texts have the following parts:
 - introduction of the main character(s) in a setting time and place.
 - a sequence of events
 - the resolution of the problem(s)
 - the moral lesson

UNIT IX

**THERE IS DEFINITELY
A LOT OF HELPFUL
INFORMATION IN THE
BOOK.**





What are your hopes, intentions, and objectives in the near future? You have them, don't you? Without having hopes, intentions, and objectives in your life is like living without purpose. Does it sound too much? Well, I guess not. However, to convince us that we can do it and that we can do the best, we need someone or people around us to encourage us. If we can give encouragement to other people, somehow we can give them confidence to what they want to do. Learn how to use the right expressions to express your hopes, intentions, and objectives as well as how to give encouragement in this unit.

Why do people read books? It is undeniably true that they would like to get information or knowledge. Some people, however, read books because they want to get pleasure. Reading fictions can be one form of entertainment. How do people find out that there is a good book to read? Some people like to go to the book stores and will know that there is a new-released book. Some others who like to read newspaper, magazines, or browse the internet may find some new-released book reviews. That way, they can see whether a book is worth reading or not. You can too find some book reviews in this unit, and also a chance to write your own review. Learn those and more in this unit through challenging tasks.

A. Let's Get Ready



Task 1

Study the following book covers. They are some of the best-seller books. Then, in groups of four answer the questions with your classmates based on your knowledge.

1

A Child Called It
One Child's Courage to Survive
DAVE PELZER

2

Totto-chan
The Little Girl at the Window
Tetsuko Kuroyanagi
Translated by Dorothy Britton

3

Life Lists for Teens
Tips, steps, hints, and how-tos for growing up, getting along, learning, and having fun.
Phyllis Krasilovsky

4

Written and Illustrated by John Gray Ph.D.
#1 New York Times Bestseller
MEN Are from MARS. WOMEN Are from VENUS
More than 25 million copies sold
The Classic Guide to Understanding the Opposite Sex

5

HARRY POTTER
and the Deathly Hallows
J.K. ROWLING
BLOOMSBURY

6

LORD OF THE RINGS
THE FELLOWSHIP OF THE RING
J.R.R. TOLKIEN

Pictures:

1. A Child Called It: <http://ec1.images-amazon.com>
2. Totto-chan: <http://pangerankucing.files.wordpress.com>
3. Life lists: <http://www.freespirit.com>
4. Men are from Mars Women are from Venus: <http://www.zaalbooks.nl>
5. Harry Potter: <http://www.smh.com.au>
6. The Lord of The Rings : <http://i2.photobucket.com>

1. Which book attracts your attention most? Why?
2. Which book do you feel like reading?
3. Have you read one of the books? If so, what do you think of the book?
4. Even though you have not read the books, can you guess what they are about?



By the Way...

The first novel, called **The Story of Genji**, was written in **1007** by Japanese noble woman, **Murasaki Shikibu**.

Taken from: <http://www.didyounow.cd/fastfacts/people.html>

B. Let's Act



1. Listen and Speak



Task 2

Study the words in the box below before you listen to a conversation between Retno and Andi. Then, answer the questions. The listening script is in the Appendix.



[http:// blogs.zdnet.com](http://blogs.zdnet.com)

bookstore ['bukstɔ:] (kb)	: toko buku
collection [kə'leɪʃən] (kb)	: koleksi
expect [ɪk'spekt] (kkt)	: mengharapkan
intend [ɪn'tend] (kkt)	: bermaksud
savings ['seɪvɪŋz] (kb)	: uang tabungan

Questions

1. What book do Retno and Andi really want to buy?
2. When does Andi expect to be able to buy the book?
3. Will Retno be able to buy the book this month?
4. What is Andi's idea to get the book?
5. Does Retno agree with Andi's idea?



By the Way...

- The idea for "Harry Potter" came to J.K. Rowling when she was on a train travelling to London.
- Hermione, the female hero of the Harry Potter books, is based on Rowling herself.
- She is richer than the Queen of England.
- In 2006, J.K. was ranked 2nd on *Forbes* magazine's 'Top 20 Richest Women in Entertainment' list.



Taken from: <http://www.tv.com>

Picture: <http://img.dailymail.co.uk>



Task 3

Study the expressions below.

Expressing Hopes

In the conversation between Retno and Andi, you find the following expressions:

- **I hope** I can buy it by the end of this month.
- I also **expect** the same.
- **I wish** I had enough money to buy the book.

The expressions are used to express HOPES.

Here are other expressions to express hopes, such as:

- **I do hope** that the book will be mine.
- **I'm hoping** I'll soon have the book.

Expressing Intentions

You also find this expression:

- I **intend** to complete my collection.

The expression is used to express your INTENTIONS.

You can also use these kind of expressions:

- **It is my intention to** have my private library.
- **I have every intention of** building a public library.



Task 4

Listen to a conversation between Retno, Andi, and Virga. While listening, complete the missing words. The listening script is in the Appendix.

Situation: Retno and Andi are in the book store. They meet Virga there. She also wants to buy *Harry Potter and the Deathly Hallows*. In fact, they are all Harry Potter's fans!

- Retno : Hey, look. It's Virga, isn't it?
Andi : Yeah, you're right. Let's greet her.
Retno : Hi, Virga. Want to buy a book too?
Virga : Hi, guys. Yes, I'd like to buy the last book of Harry Potter. Harry Potter and the Deathly Hallows.
Andi : We're here to buy that, too. I don't know that you like it.
Virga : Well, I must say that I'm number one fan. I really love it.

- Retno : Wow, it's great to meet another fan of Harry Potter. We'll have a lot to discuss.
 Virga : Sure. By the way, _____ a *Harry Potter Fans Club* in our school.
 Andi : Hey, that's a good idea. There must be a lot of them who are Harry Potter fans, too.
 Retno : So what's your idea to start the club?
 Virga : I will propose the idea to the Students' Association first.
 Andi : _____ the proposal.
 Retno : Me too.
-

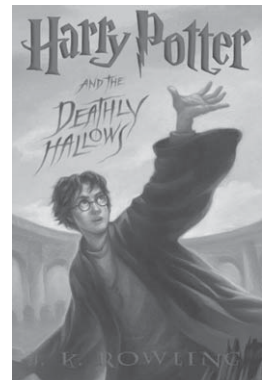


Task 5

Listen to a radio programme reviewing the latest sequel of Harry Potter novel. Then, jot down the important points of the review. The listening script is in the Appendix.

Review of Harry Potter and the Deathly Hallows

1. It is the last book of Harry Potter written by _____.
2. As Voldemort reappears, _____, _____, and _____ are in danger.
3. Harry, Hermione and Ron are facing challenges to find and destroy the remaining Horcruxes in order to _____.
4. This book highlights _____, _____ and _____ in the battle for life.
5. It is the truth about _____ which satisfies the readers' curiosity.
6. We can state that the book ends _____.



<http://blogs.zdnet.com>



Task 6

In pairs, study the dialogue below and answer the questions. Then, act it out with your partner.

Virga is in the Students' Association office. She brings a proposal to set up the Harry Potter Fans Club. She meets Adib, the chairman.

- Virga : Adib, can I have some words with you?
 Adib : Sure. What is it about?

- Virga : Well, I intend to set up a *Harry Potter Fans Club* in our school. Here is the proposal.
- Adib : What is the objective of setting up this club, anyway?
- Virga : First of all, the objective is to accommodate all the Harry Potter fans in this school to share information, opinion, and everything we know about Harry Potter.
- Adib : And?
- Virga : Well, it is also aimed at improving the members' literary appreciation ability.
- Adib : Is there any more goal?
- Virga : Well I think those are the main goals, but you know, we can add more goals later on.
- Adib : Well, the way I see it, having a *Harry Potter Fans Club* at school will not give much advantage to the students. Besides, there is already such a club in our town. You guys can join it.
- Virga : But it will be different when our school can have it too.
- Adib : If I may suggest you, your club should not only focus on Harry Potter. I think you'd better make a kind of "Bookworm Club", so many more people who love reading can join the club, and they can exchange information on the books they read.
- Virga : Hmm, such a cool idea. I'll consider that idea and make a revised new proposal. I'll give it to you as soon as I have finished it.
- Adib : Okay. You have my support.

Questions

1. Why does Virga go to meet Adib?
2. What are the objectives of setting up the Harry Potter Fans Club?
3. Does Adib accept the proposal? Why?
4. What does Adib suggest Virga then?
5. Does Virga accept the idea?



Task 7

Let's say it right.

In the dialogue between Virga and Adib above, you find the following words: **information** and **opinion**

How do you pronounce the words?

information [ɪnfə'meɪʃn] = in-for-**ma**-tion
4 3 2 1

opinion [ə'pɪnjən] = a-**pi**-nion
3 2 1

The **stress** for words ending in -sion and -tion is on the **second syllable from end**.

Now, place the correct stress to the following words and practise pronouncing them.

- | | |
|------------------------------------|-------------------------------------|
| 1. accommodation
[əˈkɒmədeɪʃən] | 11. exhibition [eksɪbɪʃn] |
| 2. ambition [æmbɪʃn] | 12. explanation [ekspləneɪʃn] |
| 3. attention [əˈtenʃən] | 13. expression [ɪkspreʃn] |
| 4. champion [tʃæmpɪən] | 14. fashion [fæʃn] |
| 5. combination
[kəmbɪneɪʃn] | 15. permission [pəˈmɪʃn] |
| 6. condition [kənˈdɪʃn] | 16. presentation [prezənteɪʃn] |
| 7. confusion [kənˈfjuːʒn] | 17. profession [prəˈfeʃn] |
| 8. consideration
[kənsɪdəreɪʃn] | 18. pronunciation
[prənʌnsɪeɪʃn] |
| 9. decision [dɪˈsɪʃn] | 19. protection [prəˈtektʃn] |
| 10. declaration [ˌdekləreɪʃn] | 20. television [telɪvɪʒən] |



Task 8

In pairs, study the expressions below.

Stating Objectives

In the conversation between Virga and Adib above, you find the following expressions:

- *The objective is to accommodate all the Harry Potter fans in this school.*
- *It is also aimed at improving the members' literary appreciation ability.*

The expressions are used to STATE OBJECTIVES.

Here are some other expressions to state our objectives.

- *The aim is ...*
- *It aims to ...*

Encouraging

You also find this expression:

- You have my support.

The expression is used to ENCOURAGE someone.

The following expressions can also be used to ENCOURAGE someone.

- Don't worry. I'm sure you'll do better this time.
- You can do it!
- We feel you should go ahead.
- Well done!
- You're doing very well.



Task 9

Complete the dialogue below with appropriate expressions of stating objectives and encouraging. Compare your expressions with a classmate's.

Situation: Arnys is going to go to the headmaster's office. She is going to ask for his approval of the proposal of holding a book fair at their school. She meets Denias and she asks him to come along.

Arnys : Would you accompany me to the headmaster's office?

Denias : Sure. What are you going to do, anyway?

Arnys : _____

Denias : Has the Students' Association chairperson approved of it?

Arnys : Yup. Okay, here we come.

(knock, knock)

Headmaster : Come in, please.

Arnys & Denias : Good Afternoon, Sir.

Headmaster : _____ . How may I help you young people?

Arnys : I would like to ask for your approval of our proposal, Sir.

Headmaster : What is it about?

Denias : It's about _____

Headmaster : Well, what are the aims of holding such a programme?

Arnys : _____

Denias : Besides, _____

Headmaster : It sounds interesting. I am impressed by your idea.

Arnys : Thank you, Sir. So, do you accept the proposal?

Headmaster : Sure. Continue your work. _____



Task 10

Study the rules below.

Conditional Sentences

In expressing hopes/expectations, sometimes we use conditional sentences. A conditional sentence consists of two parts: “Main Clause” and “If Clause”.

There are three main types of conditional sentences.

1. Type 1 (Future Possibilities)

It is also called “Probable Condition”, meaning something is possible to occur now or in the future if the condition is fulfilled.

If + S + Simple Present (V1/V_{s/es}/is,am,are). S + will/can + infinitive

S + will/can + infinitive + if + S + Simple Present (V1/V_{s/es}/is,am,are)

Example: If I have enough money, I will buy the book. (There is a real possibility for you to buy the book.)

2. Type 2 (Present Impossibilities)

It is called “Improbable Condition”, meaning you are just imagining something, and it is contrary to the fact in the present time.

If + S + Simple Past (V2). S + would/could/might + infinitive

S + would/could/might + infinitive + if + S + Simple Past (V2)

Example: If I had enough money, I would buy that expensive book. (You are imagining the situation; the fact is you do not have enough money).

Note: The past form of be “were” is used for both singular and plural subjects in conditional sentence type 2, instead of “was”.

Example: If I **were** rich, I would buy a car.

3. Type 3 (Past Impossibilities)

It is an “Impossible Condition”, meaning it is contrary to the fact in the past, and there is no hope for the situation to occur because you were imagining something in the past.

If + S + Past Perfect (had + V3). S + would/could/might + have + V3

S + would/could/might + have + V3 + if + S + Past Perfect (had + V3)

Example: If I had had enough money, I would have bought the first book. (The fact is you did not have enough money)



Task 11

Rewrite the sentences using the correct forms.

Example: If I knew the story, I (tell) you.

If I knew the story, I would tell you.

1. If Denias had read the novel, he (know) the story.

 2. If I (have) the money, I'll buy the new released novel.

 3. If you save your money, you (be able to) buy the new released novel.

 4. If I (know) that you were sick, I would have gone to see you.

 5. If I (be) a president, I would not do any corruption.

 6. If I knew his number, I (call) him.

-



Task 12

Write a sentence using If-clause based on the given situations.

Examples: a. I am not an author, so I don't write a novel.

If I were an author, I would write a novel.

b. She didn't know the story because she didn't read the book.

If she had read the book, she would have known the story.

1. I didn't go to the library, so I didn't borrow any book.

 2. Denias doesn't like reading, so he missed lots of information.

 3. Today isn't a holiday, so I will not be able to finish reading my new novel.

 4. I didn't go to London, so I didn't meet J.K. Rowling.

 5. I don't buy the novel because I don't have enough money.

 6. Adib didn't go to the library, so he didn't meet Arnys.

-



Task 13

If you had a chance to be an author, what kind of book would you like to write? Tell it to the class in at least five sentences.

Example:

If I were good at writing, I would like to write a novel. I would write about teenagers and love. I think teenager world is the most exciting phase of human life, because it is in this phase that people usually begin to get to know about love. Love is something people cannot live without, something that is always pursued, and is an issue that never ends. People never get bored talking about love. And therefore, people will read my novel.

Intermezzo



The true University of these days is a collection of books.



Thomas Arlyle (1795 - 1881)
Scottish historian and essayist.

<http://www.misfrases.com>



2. Read and Write



Task 14

Read a novel review of *Men are from Mars, Women are from Venus* below. Then, find the Indonesian equivalents of the words below based on the context or by looking up the meanings in your dictionary. Read the text again and answer the questions.

admire [əd'maɪə] (kki)	:	.....
buck up ['bʌk 'ʌp] (ks)	:	.....
chore [tʃɔ:] (kb)	:	.....
essence ['esəns] (kb)	:	.....
exaggerate [ɪg'zædʒəreɪt] (kki, kkt)	:	.....
fix [fiks] (kkt)	:	.....
harassment ['hærəsmənt] (kb)	:	.....
interference [ɪntə'fɪərəns] (kb)	:	.....
manly ['mænli] (ks)	:	.....
nurturing ['nɜ:tʃərɪŋ] (ks)	:	.....
rely [rɪ'laɪ] (kki)	:	.....
retreat [rɪ'tri:t] (kki)	:	.....
rock [rɒk] (kb)	:	.....
trusted [trʌs'tɪd] (ks)	:	.....

Men are from Mars, Women are from Venus

This book is great as a way of understanding how our culture trains boys and girls to be different. We teach girls that they can cry when they are sad, talk about their feelings, and share experiences with each other. We teach boys that they need to ‘**back up**’ and be **manly**, to hide the tears, to face it like a man, to be the rock on which the females can **rely**. It is no surprise that these lessons affect adults, and affect how male and females relate (or fail to relate) to each other.

In **essence**, a few core themes run through the book, being supported by various examples, and different wording that help make the points clear.

First, men are goal-oriented and when they are stressed, “**retreat** to a cave” to consider what to do. They want to come to a solution on their own. To try to help them while they are in the “cave” is counter productive.

Men want to be trusted and admired. They want to feel that the woman believes in them. To question a man is to show your doubt. The book recommends if a man is lost while driving, or forgets something while travelling, to just be quiet and accept it. It will show your trust in him to get there eventually or to solve the problem. I’m personally not sure if this is always wise advice.

Women, on the other hand, are **nurturing**, expressive, feeling individuals who tend to use poetic license such as saying “you ALWAYS forget to do that **chore**” or “you NEVER listen to me”. The advice given to men is not to react to any of what women say literally. Most of what women want, according to the book, is just to be heard. Women don’t want solutions or answers. They want to feel that their feelings are being heard and understood ... they want to be held and be told “Yes, yes, I understand”. The book explains that men make the mistake of thinking women tell them things in order for the men to *fix* those things. Instead, the women tell them things in order to share their feelings, but aren’t seeking actual resolutions.

While I agree that women are trained to share feelings and to sometimes be overly emotional, to tell a man that women never want resolutions, and always **exaggerate**, is not treating a woman as a logical human being perfectly capable of wanting answers.

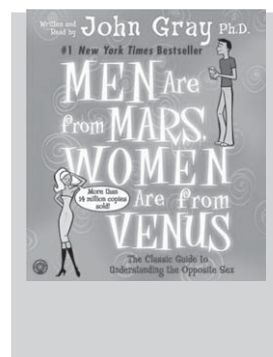
There is definitely a lot of helpful information in the book. It is good to understand that society trains men to “**retreat**” to consider problems, and that they consider **interference** during this time as “**harassment**” instead of “helpful”. It’s good to realize that women have emotional cycles and can sometimes be happy, and sometimes sad, and that nobody is always happy. This book definitely has interesting hints and tips, and interesting stories to share. It also has many generalizations that, for many individuals, simply do not apply.

Adapted from: <http://www.romanceclass.com/miscr/books/menmars.asp>

Picture: <http://www.zaalbooks.nl>

Questions

1. How does our culture train boys and girls?
2. How does our society teach girls?
3. What are boys supposed to be?



4. What does the book say about men?
5. How does the book describe women?
6. What do women want most according to the book?
7. What are the reviewer's views about the book?



Task 15

What do the following words refer to?

1. The word "our" in paragraph 1 sentence 1 refers to _____.
2. The word "they" in paragraph 1 sentence 2 refers to _____.
3. The word "we" in paragraph 1 sentence 3 refers to _____.
4. The word "they" in paragraph 3 sentence 1 refers to _____.
5. The word "your" in paragraph 4 sentence 3 refers to _____.
6. The word "him" in paragraph 4 sentence 5 refers to _____.
7. The word "I" in paragraph 4 sentence 5 refers to _____.
8. The word "they" in paragraph 5 sentence 5 refers to _____.
9. The word "I" in paragraph 6 sentence 1 refers to _____.
10. The word "it" in paragraph 7 sentence 5 refers to _____.



Cultural Tips



Q: To which side should a gentleman seat a female?

A: A gentlemen at a social dinner party holds the chair and seats the female on his right.

Q: Who gets on/off an elevator first, men or women?

A: The person who reaches the elevator first or is closest to the door, regardless of gender, enters or exits an elevator first.

Taken from: <http://www.mannersinternational.com>



Task 16

Study the explanation below.

The text in **Task 14** is an example of a review text. Review texts are used to summarize, analyze, and respond to literary works as movies, novels, plays, and ballet performances.

When you write a review, you should include:

1. Context – this gives background information, e.g. title, author, type of work, setting, and a brief synopsis.

2. Text description – this describes the main characters and the pattern of their relationships. It also deals with some selected key incidents.
3. Judgement – this is where the writer evaluates the work by giving an opinion or making a recommendation.

Common grammatical features in review texts include:

- words describing characters
- present tense – changes to past tense if texts have a historical setting
- persuasive language used in judgement

Besides giving a review to a book, we can also give a review on other types of art works such as movies, plays, and music (songs).



Task 17

Arrange the paragraphs below to make a good book review.

Totto-chan The Little Girl at the Window

by Tetsuko Kuroyanagi, Translated by Dorothy Britton

Reviewed by Robert Reiser

- 1 It is probably one of the most important books I've ever read. Not for its heavy philosophy, practical instructions, or memorable quotes; but for its simple message of how wonderful life can be when viewed through the eyes of an innocent child.
- 2 Each story is only a page or two, each a delightful narrative of how Totto-chan views the world, and how Mr. Kuroyanagi inspires the children to explore, learn, feel and have joy. There are several charcoal drawings that capture the tenderness of the stories, making us feel a part of Totto-chan's world.
- 3 One of our favorite vignettes is the story of her losing her hat in the septic tank at the school, and proceeds to dig out. The headmaster walks by, and after a few questions to satisfy his curiosity, and hearing her earnest explanations, he lets her continue with the simple instruction, "make sure you put it all back!"
- 4 Totto-chan, The Little Girl at the Window is a celebration of childhood, learning and caring
- 5 We've enjoyed reading one or two stories for bedtime off-and-on for a couple of years, and almost don't want to finish the book because it will mean there are no more stories. Totto-chan seems so real and loveable, and her headmaster is a role model for parents and teachers.



<http://daphne.blogs.com>

Adapted from <http://www.learningfamily.net/library/700/711-4770020678.html>



Task 18

Here is another novel review on *The White Darkness*. Read the review and find the Indonesian equivalents of the words below based on the context or by looking them up in your dictionary. Then, read the review again and give your opinion about it.

confidante ['kɒnfɪdənti] (kb)	:
doomed [du:mt] (ks)	:
emerge [ɪ'mɜ:dʒ] (kki)	:
expertise [ekspə'ti:z] (kb)	:
grieving [grɪ:vɪŋ] (ks)	:
isolation [aɪsə'leɪʃn] (kb)	:
mesmerized ['mezməraɪzd] (ks)	:
nasty ['nɑ:sti] (ks)	:
pawn [pɔ:n] (kb)	:
purity ['pjʊərɪti] (kb)	:
suspicious [sə'spɪʃəs] (ks)	:
unmarred [ʌn'mɑ:rd] (ks)	:
wry [raɪ] (ks)	:

GERALDINE McCaughrean



The White Darkness

Geraldine McCaughrean
HarperTeen
Fiction/Action & Adventure
ISBN-10: 0060890355
ISBN-13:
9780060890353
384 pages
<http://www.avdistrict.org>

Fourteen-year-old Symone is obsessed with Antarctic exploration. Ever since the death of her father, she has read every book and watched every movie she can find about Antarctica. She is particularly in love with with Capt. Lawrence “Titus” Oates, one of the explorers lost in the **doomed** Scott expedition. Titus is her companion and **confidante**, an imaginary friend who fills in for her **grieving** family and distant friends.

Outside of Titus, the only person to take an interest in Sym’s life is her Uncle Victor, a family friend who has cared for the family since her father’s death. Uncle Victor feeds Sym’s interest in Antarctica and arranges for a trip to the frozen continent. There, Sym must face the White Darkness, a phenomena of the polar summer where the sun never truly sets and the only indication of night is white, **unmarred** by shadow.

Sym identifies with the **purity**, **isolation** and silence of the white continent. She sees herself as particularly suited to a place that others see as dead:

”God sketched Antarctica, then erased most of it again, in the hope a better idea would strike Him.” Sym observes, “At the centre is a blank whiteness where the planet isn’t finished. It’s the address for Nowhere...it **mesmerized** me. It was so empty, so blank, so clean, so

dead. Surely, if I was ever to set foot down there, even I might finally exist. Surely, in this Continent of Nothingness, anything --- anyone --- had to be hugely alive by comparison!”

Sym does not know that she is a **pawn** in a larger conspiracy, subject to the fanatical beliefs of one man. Uncle Victor is obsessed with his own theories about discovery. He is less concerned with their ability to survive than in securing his place in history. **Nasty** secrets start to **emerge** as they travel across the ice. Sym must choose between trusting her uncle and listening to the inner voice she has always regarded as imaginary.

THE WHITE DARKNESS is told entirely from Sym's point of view, offering her **wry** observations of the other travellers and sharing her **expertise** on the subject of the Arctic. Author Geraldine McCaughrean's biggest challenge is convincing the reader that a smart girl like Sym would be taken in by the **suspicious** circumstances of her trip with Uncle Victor.

THE WHITE DARKNESS manages to ask some of big questions without compromising plot or pace. It is a book filled with action, mystery and the slightest touch of the supernatural. Its strange story will be appreciated by readers interested in survival tales and the shadow side of human nature.

— Reviewed by Sarah A. Wood adapted from: <http://www.teenreads.com/reviews/0060890355.asp>



By the Way...

Antarctica is fifth largest of the Earth's seven continents. The southernmost, coldest, windiest, highest, most remote, and most recently discovered continent, it surrounds the South Pole, the point at the southern end of the Earth's axis. Almost completely covered by ice, Antarctica has no permanent human population.

Adapted from: Microsoft Encarta Premium 2006

What is your opinion about the book? Do you think it is interesting or not? Why?

😊	☹️
Yes, _____	No, _____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Rate it: ★★★★★



Task 19

Study the rules below.

Preposition + -ing

If a verb comes after a preposition (in/at/with/etc.), the verb ends in **-ing**. Study the following examples:

- Sym must choose **between** **trusting** her uncle and **listening** to the inner voice she has always regarded as imaginary.

You can use **by -ing** to say how something happened:

- McCaughrean succeeds **by** **invoking** other polar explorers, many of whom might be regarded as madmen, making discovery at the expense of their own lives.

You can use **-ing** after **without**:

- THE WHITE DARKNESS manages to ask some of big questions **without** **compromising** plot or pace.

You can use **-ing** with **before** and **after**:

- **Before** **leaving** for Antarctica, Sym has read every book and watched every movie she can find about it.
 - Sym became mesmerized **after** **seeing** the beauty of the White Darkness.
-



Task 20

Combine the two sentences into one sentence using the words in the brackets. Look at the example.

Example:

Virga cuts an apple. She uses a knife. (by/use)

Virga cuts an apple by using a knife.

1. Arnys took a bath. She had finished reading a book. (after/finish)

2. Ayu decides the book that she is going to buy. She compares the reviews from two reviewers. (by/compare)

3. Andi often buys books. He never reads book reviews. (without/read)

4. Retno's father always reads newspapers. He reads the newspaper every morning before he goes to work. (before/go)

5. Denias is confused. He cannot decide whether he is to borrow or buy the textbook. (between/borrow or buy)

C. Let's Do More



Task 21

Read the novel review below and then give your opinion/judgment.

One Child
By Torey Hayden
Translated into Indonesian "Sheila: Cinta Yang Hilang"
Reviewed by Danisa Mclean

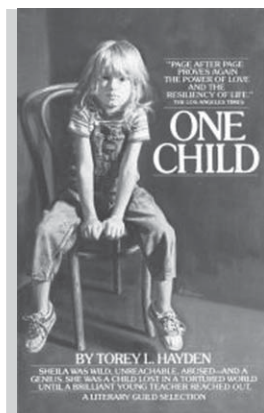
Reaching out at someone can make a world of difference on his or her future. Torey L Hayden, she was a teacher who worked with kids who are emotionally disturbed. She made a big impact on a little girl named Sheila. A six-year-old who was put into her class, because of her disorder, and they thought that Torey could get through to her. She didn't listen to anyone. This innocent little girl lived a hard life that no six years old should have to go through. She grew up in poverty and her mom abandoned her when she was too little to understand. She was left with her alcoholic father who always thought that spanking was the answer to everything. Kids don't know how lucky they are to have parents who care about them and their future, until they actually read this story.

A teacher who sacrifices a lot just to reach one child, Torey Hayden could fit under that category. She inspires teacher to keep on teaching. Even though they feel like giving up on their students, because they feel like they can't reach them. Torey Hayden is faced with difficult decision, either she could stick with her principles or change the way she handles things. If she changes the way she handles things then she would have a higher chance of reaching out to Sheila.

Have you ever put your whole heart into something and then finally achieved it? In this book the characters did the same. This book is very inspiring. It sits up good examples, to have compassion for other people, and you don't even have to know the person, personally to care about their well fair. This book is filled with a lot of emotions; some parts of this book may make you cry a little. When you read this book you actually feel like you're going through the same experience along with Sheila. It makes you want to reach out to her, and let her know that everything is going to be okay.

Adapted from: <http://www.buildingrainbows.com/bookreview/reviewid/1234>

What is your opinion/judgment? Write down here.



Picture:

1. <http://wieshavia.files.wordpress.com>
2. <http://www.inibuku.com>

D. Let's Check Your Competence



Task 22

Work in groups of four. Choose one of the following situations. Create a dialogue and then perform it in your group.

Situation 1

It is New Year's Eve. You and your friends are celebrating New Year's Eve together. In turn, express your hopes and expectations for the next year.

Situation 2

Suppose one of you gets Rp1 million from a game show. State what you intend to do with the money. The others give responses, comments or suggestions.

Situation 3

You are a member of the Students' Association at your school. You got an idea to hold an event to celebrate the Independence Day. Propose your idea and plans and state your objectives of holding such an event. The others give comments and decide to accept or reject the proposal.

Situation 4

You failed in the mid-semester exam. You think that you have done it well and become discouraged. Your classmates try to encourage you to study harder and pay more attention to the teachers. There is always a chance to improve your marks.



Task 23

Read a novel that attracts your attention most. Write a review on the novel you read. The following points may help you.

1. What is the title of the novel?
 2. Who is the author?
 3. What is your general view about the novel? (Do you like or dislike it? Is it good or bad?)
 4. Tell the story (synopsis) briefly.
 5. How do you evaluate the novel?
 6. What is your opinion about the novel?
 7. Sum up your comment and opinion.
-

E. Let's Make a Reflection

Reflect on your learning in this unit and write down your reflection in the space below.

What I like best in this unit:

What I don't like in this unit:

The improvement I have made after learning English in this unit:

F. Let's Make a Summary

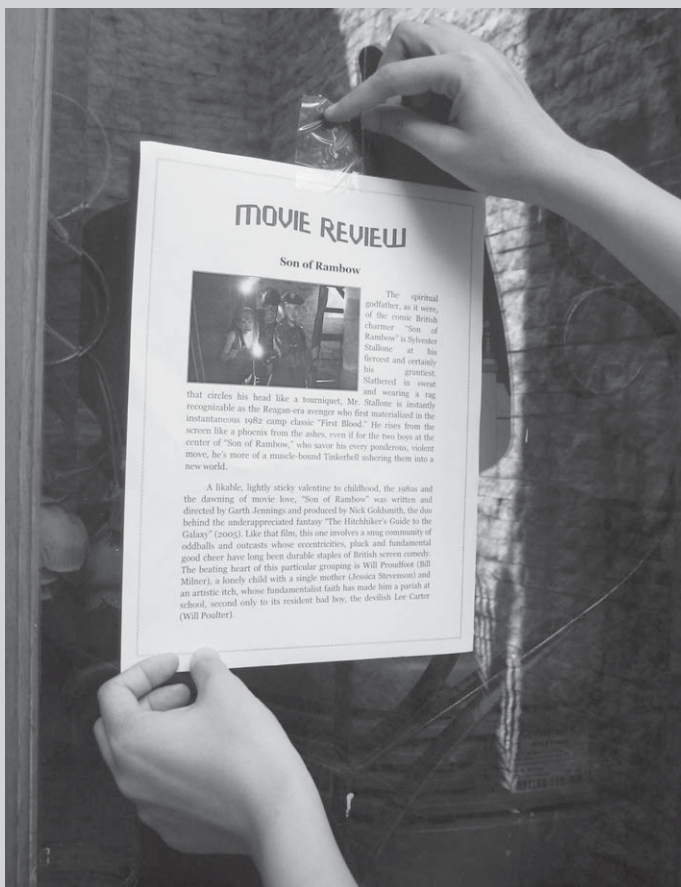
In this unit you learn:

1. How to Express Hopes/Expectations
 - **I hope** I can buy it by the end of this month.
 - I also **expect** the same.
 - **I wish** I had enough money to buy the book.
2. How to Express Intentions
 - I **intend** to complete my collection.
 - **It is my intention to** have my private library.
 - **I have every intention of** building a public library.
3. How to State Objectives
 - **The objective** is ...
 - **The aim** is ...
 - It is **aimed** at (V-ing) ...

- It **aims** to ...
4. How to Encourage Someone
 - **You have my support.**
 - Don't worry, I'm sure **you'll do better** this time.
 - **You can do it!**
 - We feel **you should go ahead.**
 5. Conditional Sentences
 - Type 1
If + S + Simple Present (V1/V_{s/es}/is,am,are), S + will/can + infinitive
 - Type 2
If + S + Simple Past (V2), S + would/could/might + infinitive
 - Type 3
If + S + Past Perfect (had + V3), S + would/could/might + have + V3
 6. Preposition + -ing
If a verb comes after a preposition (in/at/with/etc.), the verb ends in **-ing**.
 7. Review texts which function to summarize, analyze, and respond to literary works. Review texts have:
 1. Context – background information such as author, type of work, and a brief synopsis.
 2. Text description – some key incidents in the literary work.
 3. Judgement – evaluation, opinion or recommendation.

CHECK OUT THESE GREAT FRIENDSHIP MOVIES.





Do you enjoy watching movies? If you do, how often do you watch movies? Then, what do you usually do after watching them? Do you discuss the movie with your classmates? When you have to comment on the movie, some expressions of assessing in this unit are helpful. It is also fine to criticize the movie. Then, check out more expressions for criticizing, also in this unit. Once you have seen the movie, you can learn how to predict and speculate the movie if it is going to be the next box office movie.

Have you ever read a movie review? Does reading a movie review help you decide what movie to watch? It surely does. You will find some reviews about great movies in this unit to let you know some great parts of the movie. Then, gain knowledge of being a movie reviewer. Some challenging writing tasks in this unit will help you write your own movie review.

A. Let's Get Ready



Task 1

In pairs, study the pictures and match them with the excerpts of movie reviews that suit them best. Then, decide the theme of the three movies.

It's a movie about friendship and honour. With their safety and education sabotaged by the High Inquisitor, Harry and his friends have no choice but to take matters into their own hands. Forming 'Dumbledore's Army', Harry teaches them outlawed spells and charms in secret.

The movie tells about a true friendship of four youngsters who judge themselves as the most frustrated people in Indonesia. Then it comes to a moment when Mae is persuaded to grant her parents' wish to get married. Along the process of finding the one for Mae, the three male friends of Mae turn out to be brutal evaluators for the candidates.

It is the story of Will, the eldest son of a fatherless Plymouth Brethren family. Living a sheltered and lonely existence, Will is not allowed to mix with non-Brethren kids, listen to music or watch TV. That is until he crosses paths with the naughty but lovable boy, Lee Carter. When Will's overly active imagination is accidentally exposed to its bombastic action, his world is changed forever.



Picture:

1. <http://jibis.pnri.go.id>
2. <http://thecia.com.au>
3. <http://i2.photobucket.com>

The words and phrases in the box may help you.

honour [ˈɒnə] (kb)	: kehormatan, kemurnian
sabotage [ˈsæbətɑːʒ] (kkt)	: merusakkan
outlawed [ˈaʊtlɔːd] (ks)	: belum syah
spell [speɪl] (kb)	: mantra (sihir)
charm [tʃɑːm] (kb)	: jimat
grant [grɑːnt] (kkt)	: mengabulkan
sheltered [ˈʃeltəd] (ks)	: tersembunyi
bombastic [bɒmˈbæstɪk] (ks)	: berlebihan



Task 2

Study the picture taken from www.bbc.co.uk below and answer the questions with your partner.

The screenshot shows the BBC.co.uk website interface. The main content area features a movie review for 'Harry Potter And The Order Of The Phoenix (2007)'. The review is by Paul Arendt, updated on 13 July 2007. It includes a star rating system (Reviewer's Rating and User Rating) and a 'Rate This Film' section with a 5-star scale and a 'Vote' button. The review text discusses the film's tone and visual style. The left sidebar contains navigation links for various content categories like MOVIES, News, and Watch & Listen.

Questions

1. What is the picture about?
2. Have you ever read a movie review?
3. Where did you read it?
4. Based on your knowledge, decide things which are usually discussed in a movie review by putting a tick to the following items:

<input type="checkbox"/> theme	<input type="checkbox"/> genre
<input type="checkbox"/> actors and actresses	<input type="checkbox"/> reviewer's assessment
<input type="checkbox"/> synopsis	<input type="checkbox"/> reviewer's rating
<input type="checkbox"/> comparison	<input type="checkbox"/> reviewer's recommendation
<input type="checkbox"/> scenes	<input type="checkbox"/> reviewer's prediction
5. Does reading reviews help you decide what movie you are going to watch? State your opinion.

The words and phrases in the box may help you.

speculate ['spekjʊleɪt] (kkt)	: berspekulasi
compare [kəm'peə] (kki)	: membandingkan
predict [prɪ'dɪkt] (kkt)	: memprediksi, meramalkan
episode ['epɪsəʊd] (kb)	: kisah, peristiwa
assess [ə'ses] (kkt)	: menilai
screenplay ['skri:nplɪ] (kb)	: naskah, skenario

B. Let's Act



1. Listen and Speak



Task 3

Andy, Retno, and Adib are in the cinema. Listen to them talking about what movie they are going to watch. Then, answer the questions below. The listening script is in the Appendix.


Questions




1. What movies are playing in the cinema?
2. What kind of movie is Andy frightened of?
3. Why does Retno hate action movies?
4. What kind of movie did they watch last week?
5. Who read a movie review of *Get Married*?
6. What did the review tell about *Get Married*?
7. How did the review rate the movie?
8. What movie did they finally decide to watch?



Task 4

Listen to the conversation once again and fill in the table with their expressions assessing the movies they discuss.

	Adib thinks	Retno thinks	Andy thinks
 <p>http://www.philip-harvey.co.uk DIE HARD 4</p>			

 <p>http://www.21cineplex.com PULAU HANTU</p>	-	-	“It is totally frightening.”
 <p>http://www.jibis.pnri.go.id GET MARRIED</p>			
 <p>http://www.aullidos.com BEOWULF</p>			



Task 5

Let's say it right.

Study how the words are pronounced and practise pronouncing them after your teacher.

In assessing the movie, Andy said “It’s totally **frightening**”. Study how the word in bold is pronounced:

frightening [ˈfraɪtɪŋ]

Which syllable is stressed in the word above? Now, look up these words in the dictionary, and mark the stress.

horrible [ˈhɒrəbl]

terrific

terrible

fascinating

exciting

amazing

amusing

ridiculous

boring



Task 6

Listen to your teacher and practise saying the sentences below. Pay attention to the stress.

1. Beowulf was an exciting movie with terrific animation.
 2. The movie is amusing, but some of the jokes are ridiculous.
 3. Horror movies are horrible but they are successful.
-



Task 7

Study the expressions in box below.

Assessing

In the conversation between Andy, Retno, and Adib, you find expressions you have written in the table in Task 4. Those expressions are commonly used in assessing/giving assessment. Assessment can be either good or bad.

Here are examples of other expressions.

- I think the movie is ...
 - What an awesome movie!
 - The jokes are really funny!
-



Task 8

Have you watched those four movies in Task 4?

- If so, assess them by using expressions discussed in the Language Point.
- If you haven't, list four movies you have ever watched, and assess them.

My personal assessment of:	
Die Hard 4	
Pulau Hantu	
Get Married	
Beowulf	



Task 9

After watching the movie, Andy, Retno, and Adib are interested in discussing the movie. Listen to them talking about the movie they have just watched, and say whether the statements are true or false. Correct the false statement. The listening script is in the Appendix.

Statements	T/F	Correction
1. Andy read the Get Married movie review before watching it.		
2. Adib didn't enjoy the action scenes.		
3. Retno said that the movie was awful.		
4. Retno enjoyed the action scenes very much.		
5. Everyone had a good time watching the movie.		



Task 10

Study the expressions in language point below.

Criticizing

In the conversation between Andy, Retno, and Adib, you find:
“...the dialogue was sometimes rude.”

The expression above is commonly used in criticizing. **To criticize** means to say that something or someone is bad or wrong.

Here are other expressions.

- Retno criticized the dialogue for being rude.
- The movie is totally boring.
- What a ridiculous movie!
- Retno can't stand the rudeness.



Cultural Tips

Criticizing

In Britain, you may need to be careful when you talk about some topics, especially with people that you've only just met, people who are older than you, people who appear to have strong religious or political views, or people who may have some personal problems or sensitivities. For example, be cautious if express criticisms or complaints, e.g. “Why is British food so bad?”

Adapted from: <http://www.ukstudentlife.com>



Task 11

Andy is watching a movie review programme on TV reviewing Will Smith's new movie entitled *I Am Legend*. Listen to the review and complete the summary by filling in the missing information you heard in the review. The listening script is in the Appendix.

I Am Legend Movie Review

1. The movie tells about _____ and _____ survive in a near future New York where a manmade virus has _____ most of the world's population and _____ others into ravening monsters.
2. The movie is the latest adaptation of _____'s classic novel which borrows the original title.
3. The director _____ and his collaborators created a chilling vision of a Manhattan populated by only one healthy human. The post-apocalyptic city is first introduced with a lack of thriving city noises: no ____, no ____, no ____, just _____.



Task 12

Work in pairs. Think of a controversial movie you both have ever seen. Then, complete the unfinished dialogue below. Express your assessment or criticism of the movie by following the points. Finally, act out the dialogue with your partner.

Points:

1. Compare the movie with others of its kind (optional)
2. Assess the movie on the theme, the story, the actors and actresses, special effects, etc.

Student A : Have you seen _____ (title of the controversial movie) _____ ?

Student B : Yeah, I have.

Student A : What do you think about the movie?

Student B : _____ (assessing) _____

Student A : _____ (assessing) _____

Student B : _____ (criticizing) _____

Student A : _____ (criticizing) _____



Task 13

Listen attentively to a radio programme telling a review on a movie about friendship and answer the questions. The listening script is in the Appendix.

The following words and phrases may help you.

massive [ˈmæsɪv] (ks)	: sangat besar
ode [əʊd] (kb)	: kisah
behold [br'həʊld] (kkt)	: melihat

overdrive [əʊvə'draɪv] (kb) : alat penambah kecepatan
wonderment ['wʌndəmənt] (kb) : keheranan
eccentric [ɪk'sentrik] (ks) : aneh



Picture: <http://www.moviesmedia.ign.com>

1. What is the title of the movie?
2. The questions about the movie:
 - Who is Will?
 - What are forbidden activities for Will?
 - Who is the naughty but lovely boy?
 - What happened to Bill after he met Lee Carter?
 - Refer to the picture and decide which one is Bill and which is Lee Carter.
3. What does the movie present?
4. How did the reviewer describe an ode of friendship in the movie?
5. What is predicted about movies on friendship?
6. How did the reviewer speculate about the audiences' responses?



Task 14

Study the expressions below.

Predicting

In the movie review, you find:

“Friendship is predicted to be the most attention-grabbing theme for movies next year.”

The expression above is commonly used in predicting. To predict means to foretell, to tell in advance what will happen. Here are other expressions:

- I predict ...
- It is predicted that ...
- My prediction is ...
- I think the film be ...

Speculating

In the movie review, you find:

“...movie reviewers are still speculating about how the audience will respond to the change of the theme.”

The expression above is commonly used in speculating. To speculate about means to make guesses about.

Here are other expressions.

- I can only speculate that ...
- I would like to speculate on ...



Task 15

Express your prediction and/or speculation in the dialogues below. Then, compare your expressions with your classmate's.

- A: How would you predict Indonesian films in the future?
B: _____
- A: _____
B: Some movie reviewers speculate about the horror theme which no longer attracts audience.
- A: _____
B: I disagree with your speculation. I think comedy movies will be the most audience's favourite.
- A: Can you predict what kind of movie will be mostly watched?
B: _____
- A: _____
B: Yeah, I think I agree with your prediction.



Task 16

Study the pictures of Indonesian horror movies below. With your partner, share your ideas and opinions on Indonesian films illustrated in the boxes by expressing your prediction and speculation.



Picture:

- <http://wayangmalaysia.files.wordpress.com>
- <http://www.susterngesotthemovie.com>

Nowadays, people are crazy about horror movies. Ghost becomes the most attention grabbing theme for Indonesian directors to make films.



Picture:

1. <http://wayangmalaysia.files.wordpress.com>
2. <http://ruangfilm.com>



2. Read and Write



Task 17

Read a movie review of *Get Married* and find the Indonesian equivalents of the words in the box based on the context. Read the review again and answer the questions.

bully ['bʊli] (<i>kkt</i>)	:
stir [stɜː] (<i>kkt</i>)	:
break out ['breɪk 'aʊt] (<i>kki</i>)	:
core [kɔː] (<i>kb</i>)	:
cameo role ['kæmiəʊ rəʊl] (<i>ks</i>)	:
brotherhood ['brʌðəhʊd] (<i>kb</i>)	:
banter ['bæntə] (<i>kb</i>)	:



Get Married

Illustrating the current situation happening in Indonesia, *Get Married* presents the figures of unemployment. A few big-name celebrities show up in cameo roles. The movie tells about a true friendship of four youngsters Mae (Nirina Zubir), Guntoro (Desta 'Club Eighties'), Eman (Aming), dan Beni (Ringgo Agus Rahman) who judge themselves as the most frustrated people in Indonesia. Soon, they turn out to be street kids and spend most of their times at street, bullying people who pass by.

<http://www.jibis.pnri.go.id>

Suddenly, it comes to a moment when Mae is persuaded to grant her parents' wish to have a grandchild. Mae's parents, (Meriam Bellina dan Jaja Mihardja) firmly state that Mae must get married in a little while. Soon, they are busy finding candidates who would marry their only daughter. However, along the process of finding the right one for Mae, the three male friends of Mae turn out to be brutal evaluators for the candidates. In the mean time, Mae falls badly in love with Rendy (Richard Kevin), a rich, handsome and kind-hearted man. Unfortunately Rendy, Mae, Guntoro, Eman, Beni are brought into a misunderstanding, and soon fights break out between the two groups of Mae and Rendy.

Written based on some of youngsters' real-life brotherhood experiences—this story will stir you to your emotional core while bringing out your sense of brotherhood.

There are a lot of little things and big things that make this movie worth watching. The story is good, the banter is great, the relationships between the characters are great, and it's a fun time at the movies. While some of the jokes are amusing, some of the fights go on a few bit too long.

Adapted from: <http://maliablog.wordpress.com>

Questions

1. What does the movie illustrate?
2. What is the theme of the movie?
3. How did the reviewer assess the movie?
4. After reading the review above, what do you speculate about friendship theme for Indonesian movies in the future?
5. Leave a recommendation to complete the review above in the provided space below.

I would recommend that you



Task 18

Study the rules below.

Reviews are made to assess/criticise works of art includes novels, TV shows, books, plays, operas, recordings, exhibitions, concerts and ballets or events for a public audience. Reading movie reviews helps you to decide what movie you are going to watch. Here are some parts of reviews in the way they assess the works of art:

- First, the review places the work in its general and particular context, often by comparing it with others of its kind or through analogue with a non-art object or event (orientation).
- In the second part, it summarises the story and/or provide an account of how the reviewed rendition of the work came into being. This part is optional (interpretative recount).
- Generally, the review provides an evaluation of the work and/or it performance or production (evaluation).
- Finally, it sums up the reviewer's opinion of the art as a whole (evaluative summation).

Common grammatical features in review texts include:

- persuasive language used in judgement
- relating verbs, action verbs, saying verbs, thinking verbs, noun groups describing characters
- present tense



Task 19

Recall a movie review you have listened to in Task 13. Here's another review of *Son of Rambow*. Arrange the jumbled paragraphs into a movie review by putting numbers in each paragraph. Then, rate the movie based on the review.

Movie Review



<http://moviesmedia.ign.com>

Son of Rambow

Reviewed by _____

RATE THIS MOVIE



Son of Rambow feels as real as Will's fantasies of flying dogs and walking planes, but it's also as funny, joyful and heartfelt as every child's dreams; it's a brilliant celebration of the exuberance. *Son of Rambow* earns every laugh, from perfectly-timed slapstick to a parade of '80s fashion.



Watching it, you can't help but think of all the lazy afternoons you spent as a kid dreaming of being Indiana Jones or Lt. Ripley, Flash Gordon or Nancy Drew, as the shared world of other people's stories. *Son of Rambow* is a great reminder – of joy, of possibility, of youth – and at the same time, it makes you feel like dreams are still possible, and that joy is all around if you're willing to dare to find it.

“*Son of Rambow*” tells the story of Will (Bill Milner), a young boy who, as the member of a strict religious order, isn’t allowed to watch TV or movies. His world changes when, after meeting school troublemaker Carter (Will Poulter), he sees a bootleg copy of “*First Blood*” and is instantly transfixed. The two boys, with the help of David Gahan-esque French exchange student, set out to make a new Rambo movie, to the consternation of Will’s loving but concerned mother (Jessica Stevenson), who gets an earful about her son’s behavior from church members.



Task 20

Here’s a movie review posted in www.moviesonline.ca written by Tom Moore. Read the review and answer the questions that follow.

Ratatouille Movie Review

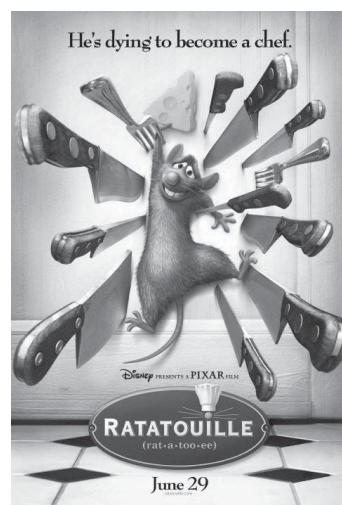


I have high expectations in quality films, especially for animation. Naturally, I’ve been disappointed by the majority of animated films to come out in recent years. Then now, *Ratatouille* has been so refreshing.

Ratatouille, directed by Brad Bird (*The Incredibles*, *The Iron Giant*) revolves around a rat named Remy, who loves good food. Sadly, being a rat, Remy’s fellow rodents lack Remy’s sophisticated a palette. Seeing as his love of food isn’t appreciated by his kin, Remy practices his love of cooking in secret. Enter Linguini, a simple garbage boy employed by the restaurant of legendary chef (and Remy’s idol) Auguste Gusteau. However, Gusteau has been deceased for the last two years, and is now run by Gusteau’s old and short-tempered sauce-chef. After a series of madcap events, we find Linguini and Remy teaming up. Linguini wants to be accepted, and Remy wants to cook. From there you experience a story that is so charming and true that it would be unkind of me to delve into it further.

While the story is amazingly sophisticated, witty, and deep, we can always count on the director to deliver an amazingly beautiful world for the story to take place in. The Paris in *Ratatouille* is so rendered, that it often takes your breath away in places. The image of Remy seeing the city at night for the first time is simply a work of art. The lighting, water, and effects animation are so amazingly done; it puts some live action cinematography to shame. While the visual achievement is grand, it never takes centre stage in stead of the story.

Regardless, this movie won’t disappoint. See this movie. You are obligated to if you like movies.-Tom Moore



Picture: <http://www.moviesonline.ca>

Questions

1. What is the genre of the movie?
2. What is the theme of the movie?
3. How did the movie reviewer assess the animated movies recently?
4. How did the movie reviewer assess RATATOUILLE?
5. How did the movie reviewer recommend the movie?
6. Leave your speculation about the movie in the space provided below.

I speculate that ...



Task 21

Find the words in the text which have similar meanings to the following words. The first letter is already given.

1. rotate, turn round, spin (*kkt*) : r_____ (par 2)
2. stylish, highly developed advanced (*ks*) : s_____ (par 2)
3. crazy, silly, wild (*ks*) : m_____ (par 2)
4. explore, look into, dig (*kkt*) : d_____ (par 2)
5. amusing, humorous, funny (*ks*) : w_____ (par 3)
6. shooting, picture making, camera work (*kb*) : c_____ (par 3)
7. impressive, excellent, wonderful (*ks*) : g_____ (par 3)
8. let down, upset, dissatisfy (*kkt*) : d_____ (par 4)



Task 22

Study the rules of some sentences you find in *Ratatouille Movie Review*.

More About Adjectives

In the review of Ratatouille, you find:

“...I have been **disappointed** by the majority of animated films...”

In another way, you can say: The majority of animated films are disappointing me.

The word in bold functions as adjective.

Here are some other examples. The words in bold below function as adjectives:

- The movie is **interesting**.
- I am **interested** in the movie.
- The comedy film was **boring**.
- I was **bored** with the comedy film.



Task 23

Arnys and Andy are talking about a movie they watched on TV last night. Complete the dialogue using the appropriate words according to the rules you learned.

- Arnys : Did you see Jomblo on TV last night?
 Andy : I did. What do you think about the movie?
 Arnys : What an (excited/exciting) movie! I love it. What do you think?
 Andy : I think the movie is a bit (bored/boring). I almost fell asleep. The novel is even better.
 Arnys : Really? But I was so much (amused/amusing) by the jokes on the movie.
 Moreover, the highs and lows of friendship showed on screen are very entertaining too.
 Andy : However, the ending was (disappointing/disappointed). Unlike what was written in the novel, it failed to present the situation illustrated in the novel.
 Arnys : Actually, I haven't read the novel.
 Andy : Well, I strongly recommend that you read the novel then.



Picture: <http://www.sinemart.com>



Task 24

Complete a review of *Harry Potter and the Order of the Phoenix* by referring to the excerpt in Task 1. Search for more information in the internet, magazines, newspapers, or other sources.

Harry Potter and the Order of the Phoenix

It's a movie about friendship and honour. With their safety and education sabotaged by the High Inquisitor, Harry and his friends have no choice but to take matters into their own hands. Forming 'Dumbledore's Army', Harry teaches them outlawed spells and charms in secret.



Picture source: <http://krishk.files.wordpress.com>



Task 25

Let's sing a song.

Here's a song about friendship. Study the lyrics and discuss it with your teacher and classmates. Then, sing it out loud to show that you care for your friends.

You've Got A Friend

(James Taylor)

When you're down and troubled
And you need a helping hand
And nothing, nothing is going right
Close your eyes and think of me
And soon I will be there
To brighten up even your darkest nights

Chorus:

You just call out my name,
And you know wherever I am
I'll come running, oh yeah baby
To see you again
Winter, spring, summer, or fall,
All you have to do is call
And I'll be there, yeah, yeah, yeah.
You've got a friend.

If the sky above you
Should turn dark and full of clouds
And that old north wind should begin to blow

Keep your head together and call my name
out loud
And soon I will be knocking upon your
door.

You just call out my name and you know
where ever I am
I'll come running to see you again.
Winter, spring, summer or fall
All you got to do is call
And I'll be there, yeah, yeah, yeah.

Hey, aint it good to know that you've got a
friend?

People can be so cold.
They'll hurt you and desert you.
Well they'll take your soul if you let them.
Oh yeah, but don't you let them.

Back to chorus

Taken from: <http://www.lyricsfreak.com>

C. Lets' Do More



Task 26

Read the movie review of *Music and Lyrics* below and answer the questions that follow. Discuss the answers with your classmates.

Movie Review: MUSIC AND LYRICS

Alex Fletcher (Hugh Grant) is a washed-up '80s pop star who's been reduced to working the nostalgia circuit at county fairs and amusement parks. The charismatic and talented musician gets a chance at a comeback when reigning diva Cora Corman (Haley Bennett) invites him to write and record a duet with her, but there's a problem. The problem is that Alex hasn't written a song in years, he's never written lyrics, and he has to come up with a hit in a matter of days.

Enter Sophie Fisher (Drew Barrymore), Alex's beguilingly quirky plant lady, whose flair for words strikes a chord with the struggling songwriter. On the rebound from a bad relationship, Sophie is reluctant to collaborate with anyone, especially a commitment-phobe, Alex. As their chemistry heats up at the piano and under it, Alex and Sophie will have to face their fears--and the music--if they want to find the love and success they both deserve.

Taken from: <http://www.mag4you.com>

Questions

1. What kind of movie is *Music and Lyrics*?
2. Who are the main characters? Describe their characteristics.
3. How would you recommend the movie to your classmates?
4. Leave a speculation about the movie.
5. Rate the movie based on its review.

Is the movie:

- interesting?
- so-so?
- boring?



Picture: <http://www.mag4you.com>



Task 27

Internet Work

Get in groups of three. Log on to any websites presenting movie reviews and find two reviews on a movie about friendship. Read the reviews and post your assessment about the movie. Print the page showing your posted assessment and submit it to your teacher.

Here are examples of websites which may help to browse:

- www.boxoffice.com
- www.spout.com
- www.rottentomatoes.com

D. Let's Check Your Competence



Task 28

Be a movie reviewer.

Find at least two reviews on the latest movie you have ever seen. Use them as your references to make a movie review in your own words. Read the review to the class.



Task 29

Be a presenter of TV movie review programme.

Act like a TV presenter on movie review programme presenting the review you created in Task 28. Act out your performance to the class.

E. Let's Make a Reflection

Reflect on your learning in this unit and write down your reflection in the space below.

What I like best in this unit:

What I don't like in this unit:

The improvement I have made after learning English in this unit:

F. Let's Make a Summary

In this unit you learn:

1. How to Assess Something
Expressions commonly used in assessing/giving assessment are:
 - I think the movie is ...
 - What an awesome movie!
 - The jokes are really funny!
2. How to Criticize Something
Expressions commonly used in criticizing are:
 - Retno criticized the dialogue for being rude.
 - The movie is totally boring.
 - What a ridiculous movie!
 - Retno can't stand the rudeness.
3. How to Give Prediction
Expressions commonly used in predicting are:
 - I predict ...
 - It is predicted that ...
 - My prediction is ...
 - I think the film be ...
4. How to Give Speculation
Expressions commonly used in speculating are:
 - I can only speculate that ...
 - I would like to speculate on ...

UNIT REVIEW SEMESTER 1

I. Listen to short conversations between two people. Choose the best answer to each question. The listening script is in the Appendix.

1.
 - a. He will bring the woman a ball.
 - b. He will give the woman another bowl.
 - c. He will wait for a moment.
 - d. He will not do anything about the soup.
 - e. He will pick up the thing in the soup.
2.
 - a. He doesn't want to be blamed.
 - b. He accepts the blame.
 - c. He did not step on the glasses.
 - d. He does not know who put the glasses on the floor.
 - e. He did not know that the glasses were lying on the floor.
3.
 - a. She knows a lot about unemployment.
 - b. She does not wish to know more about unemployment.
 - c. She has no idea about global unemployment.
 - d. She knows everything about unemployment.
 - e. She does not know much about unemployment.
4.
 - a. It is impossible to stop poverty.
 - b. There is no way to stop poverty.
 - c. There may be a possibility to stop poverty.
 - d. It is improbable to stop the drugs poverty.
 - e. Probably poverty cannot be stopped.
5.
 - a. She does not want to rent movies.
 - b. She asks why the man does not want to rent movies.
 - c. She is confused whether or not she will rent movies.
 - d. She is proposing to watch movies.
 - e. She cannot decide whether or not to rent movies.
6.
 - a. He is giving an instruction of how to make an essay.
 - b. He is making an essay.
 - c. He is collecting essays.
 - d. He is going to take an essay from a newspaper.
 - e. He is going to send an essay to a newspaper publisher.
7.
 - a. She likes living in a city.
 - b. She likes living in a village.
 - c. She does not like living in a village.
 - d. She likes being caught in a traffic jam.
 - e. She is really sick of living in a village.

8. a. He will never buy his daughter a car.
 b. He will buy his daughter a car now.
 c. He will buy his daughter a car before she is 20.
 d. He will buy his daughter a car when she is 20.
 e. He will not buy his daughter a car when she is 20.
9. a. She promises to study well.
 b. She does not promise to study well.
 c. She does not want to have a motorcycle.
 d. She promises to buy a motorcycle.
 e. She does not promise to give the words.

II. Complete the short dialogues below with the appropriate options.

10. Shop assistant : Good afternoon. May I help you?
 Andy : Yes. _____ . I bought this pair of shoes yesterday.
 I believe I have asked for size 43, but you gave me 42.
- a. I want to blame you.
 b. I propose to exchange the shoes.
 c. I have a complaint to make.
 d. I am really curious.
 e. I am not satisfied with your service.
11. Retno : _____ He used to raise protest against the drug abuse.
 Denias : People change.
- a. No wonder that now he becomes a drug dealer.
 b. It is unquestionable that he is now becoming a drug dealer.
 c. It is no doubt that he becomes a drug dealer.
 d. You don't have to be surprised that he is now becoming a drug dealer.
 e. How on earth can he become a drug dealer?
12. Adib : Don't be sad. _____ he's not the Mr. Right who you're waiting for. I'm sure you'll find another guy who is really right for you, in the right time and in the right place.
 Anita : Yeah, maybe you're right. Every cloud has a silver lining.
- a. Believe me
 b. Perhaps
 c. Trust me
 d. I'm not lying
 e. I tell you the truth
13. Ayu : If you were to choose, would you take your future children to public school or would you homeschool them?
 Adib : Even though homeschooling to some extent develop high quality academic skills, _____.

- a. I would prefer my children to go to public school.
- b. I would rather homeschool my future children.
- c. I think I would rather teach them myself.
- d. I'll do my best to educate them at home.
- e. I believe that mother should be a primary source to learn.

14. Anita : Dad, _____ I really need some fun after the exam.

Father : Well, okay. But promise me to go home before 11 sharp.

- a. I propose to hang around.
- b. I promise to hang around.
- c. Give me some time to hang around.
- d. May I join my friends to hang around?
- e. I am sorry.

III. Read the texts and choose the best answer to each question based on the alternatives given.

Questions 15 – 18 are based on the following text.

The Mouse, the Frog, and the Hawk

A Mouse who always lived on the land, by an unlucky chance, formed an intimate acquaintance with a Frog, who lived, for the most part, in the water.

One day, the Frog was intent on mischief. He tied the foot of the Mouse tightly to his own. Thus joined together, the Frog led his friend the Mouse to the meadow where they usually searched for food. After this, he gradually led him towards the pond in which he lived, until reaching the banks of the water, he suddenly jumped in, dragging the Mouse with him.

The Frog enjoyed the water amazingly, and swam croaking about, as if he had done a good deed. The unhappy Mouse was soon sputtered and drowned in the water, and his poor dead body floating about on the surface.

A Hawk observed the floating Mouse from the sky, and dove down and grabbed it with his talons, carrying it back to his nest. The Frog, being still fastened to the leg of the Mouse, was also carried off a prisoner, and was eaten by the Hawk.



Adapted from: <http://www.allaboutfrogs.org/stories/hawkmouse.html>

Picture 1: <http://www.cdc.gov>

Picture 2: <http://brilliatleap.com>

Picture 3: http://www.feebleminds_gifts.com

15. Where did the Mouse and the Frog live?
- a. They lived on the land.
 - b. They lived in the water.
 - c. They lived above the tree.
 - d. The Mouse lived in the water and the Frog lived on the land.
 - e. The Mouse lived on the land and the Frog lived in the water.

16. How did the Mouse die?
 - a. He was tied on the Frog's leg.
 - b. He drowned in the water.
 - c. He floated about on the surface of the water.
 - d. He was eaten by the Hawk.
 - e. He was imprisoned by the Hawk.
17. How was the end of the Frog's life?
 - a. He was fastened on the Mouse's foot.
 - b. He drowned in the water.
 - c. He was eaten by the Hawk.
 - d. He was eaten by the Mouse.
 - e. He became the prisoner of the Hawk.
18. What do you learn from this story?
 - a. We can make friends with everybody.
 - b. We should choose our friends carefully.
 - c. Do not play in the river if you do not want to get drowned.
 - d. Practise swimming if you do not want to get drowned.
 - e. Do not play with animals.

Questions 19 – 22 are based on the following text.

Recycling is a collection, processing, and reuse of materials that would otherwise be thrown away. Materials ranging from precious metals to broken glass, from old newspapers to plastic spoons, can be recycled. The recycling process reclaims the original material and uses it in new products.

In general, using recycled materials to make new products costs less and requires less energy than using new materials. Recycling can also reduce pollution, either by reducing the demand for high-pollution alternatives or by minimizing the amount of pollution produced during the manufacturing process.



Picture: Microsoft Encarta Premium 2006

Paper products that can be recycled include cardboard containers, wrapping paper, and office paper. The most commonly recycled paper product is newsprint. In newspaper recycling, old newspapers are collected and searched for contaminants such as plastic bags and aluminum foil. The paper goes to a processing plant where it is mixed with hot water and turned into pulp in a machine that works much like a big kitchen blender. The pulp is screened and filtered to remove smaller contaminants. The pulp then goes to a large vat where the ink separates from the paper fibers and floats to the surface. The ink is skimmed off, dried and reused as ink or burned as boiler fuel. The cleaned pulp is mixed with new wood fibers to be made into paper again.

Experts estimate the average office worker generates about 5 kg of wastepaper per month. Every ton of paper that is recycled saves about 1.4 cu m (about 50 cu ft) of landfill space. One ton of recycled paper saves 17 pulpwood trees (trees used to produce paper).

Adapted from: Microsoft Encarta Premium 2006

19. The following things can be recycled, *except*...
- precious metals
 - broken glass
 - old newspapers
 - plastic spoons
 - fresh vegetables and fruits
20. Which of the following is *not* the benefit of recycling?
- It costs much money for the process of recycling
 - It costs less to make new products.
 - It requires less energy.
 - It can reduce pollution.
 - It reduces the demand for high-pollution alternatives.
21. What is the third step of recycling paper products?
- Collect and search for contaminants such as plastic bags and aluminium foil.
 - Mix the paper with hot water in a blender which turns it into pulp.
 - Screen and filter the pulp to remove smaller contaminants.
 - Put the pulp to a large vat to separate the ink from the paper fibres.
 - Mix the pulp with new wood fibres to be made into paper again.
22. We can make use of the ink after being separated from the paper fibres by doing the followings, *except*...
- Skim it off.
 - Dry it.
 - Reuse as ink.
 - Burn as boiler fuel.
 - Mix it with the pulp.

Questions 23 – 26 are based on the following text.

Should Students Take Part-time Jobs?

One of the biggest things a student must figure out upon entering school is what to do with all that time. Free to schedule as they please and free from the obligations of life at home, students find themselves with a wealth of time they may or may not have.

There are things which you might consider working. First of all, if you want to be cool and go out with your classmates and buy some cool stuff, well you need money! By getting a job, you get money. Of course, you have to work for it, but still, it can - and probably will - be useful. There is not only money to consider though. Experience is an important asset for after finishing your school. When you work during your school year and add it to your resume, it will show your future employers that you are able to manage to pursue two activities at the same time, or more if you are involved elsewhere. Another interesting thing to consider is the contacts you might make by working. By contacts, I mean people that can be useful to you later in life. If you have different jobs, you make new references you can later add to your CV along with the experience. Also, if you are lucky enough to get a job in your area of studies, it may later become a permanent job.

The main disadvantage on your life is that you will have less time for schoolwork - and social life of course. This also means you get less free time to just hang out or party or do other stuff than work and study. This is an important part of your life if you do not want to go all crazy! It is also important if you want to be cool. Having a job can also add another source of stress to your life. Depending on the type of job you are looking for, you may get a boss that always wants more hours and presses you to be more available. One of the things you can do is to set yourself a maximum number of hours you want to work per week and make this clear with your employer at the beginning of the year.

My biggest recommendation is not to rush into anything. It's perfectly acceptable to spend the first few weeks of school adjusting and having fun, and then slide a job into the mix when you've grown comfortable with everything else. Finally, never allow an outside job to get in the way of your health and school years in general. While work may keep you motivated and get you needed money, it's not worth losing your education or well being over. Obtain what you need, but if you feel yourself slipping take some time off, or find a better place to work. You'll have plenty of time to work post school.

Adapted from: <http://www.epinions.com>

23. Which of the followings is *not* the advantage of taking part-time jobs?
- You will get money which you can use to buy some cool stuff.
 - You will have less time for schoolwork.
 - You will gain working experience.
 - You will expand your contacts and networking.
 - You will get references which you can add to your CV later on.
24. The followings are the disadvantages of taking part-time jobs, *except*....
- You will have less time for your social life.
 - You will have less free time to hang out with your friends.
 - You will get another source of stress to your life.
 - You can prove that you can manage to pursue two activities at the same time.
 - You may get a boss that always presses you.
25. What does the word '**they**' in paragraph 1 line 2 refer to?
- students
 - schools
 - the readers
 - the reader and the writer
 - cool stuff
26. What is the word '**disadvantage**' closest in meaning to?
- benefit
 - profit
 - drawback
 - advantage
 - reward

Questions 27 – 30 are based on the following text.

The Functions of Indonesian Today

Indonesians are awesomely bilingual; indeed many people have a good command of three of four languages. In infancy most people learn at least one of the country's many local languages and later learn Indonesian at school or in the streets of cities or from television and radio. It is not clear how many people learn Indonesian in infancy as their very first language, but at the dawn of the 21st. century it cannot be less than 20% of the country's population, and this percentage is steadily rising. Indonesian tends to be most used in the modern environment of major urban areas. The local languages tend to dominate in rural areas and small towns, and are most used in homes, fields and markets.

Indonesian is the medium of instruction in educational institutions at all levels throughout the country. In the early years of the Republic, local languages continued to be used in some places as the medium of instruction in the first years of primary school but this practice has now almost entirely disappeared. In schools and universities most textbooks are in Indonesian, but at the tertiary level, especially in highly specialised courses and at the advanced level of study, textbooks in English are also widely used.

Although there are several newspapers in English and Chinese, their circulation is relatively small and Indonesian is by far the dominant language in the country's print media. Indonesia's domestic Palapa satellite system brings television to almost every corner of the country. With the exception of some newscasts in English and a small number of cultural programs in regional languages, domestic programs are entirely in Indonesian, and almost all programs of foreign origin are dubbed into Indonesian or have Indonesian-language sub-titles. Similarly Indonesian dominates in the very diverse and vibrant domain of radio broadcasting, although there are a small number of specialist programs in English and in some local languages.

Adapted from: <http://www.hawaii.edu>

27. Where do most Indonesian children learn local languages and Indonesian?
 - a. at school or from the mass media
 - b. from the other countries
 - c. from their parents
 - d. at the laboratory
 - e. at the library

28. What language is used at tertiary level?
 - a. Indonesian
 - b. English
 - c. Local languages
 - d. Local languages and Indonesian
 - e. Indonesia and English

29. "Although there are several newspapers in English and Chinese, their circulation is relatively small and Indonesian is by far the **dominant** language in the country's print media." What is the synonym of the word **dominant**?
- main
 - important
 - significant
 - overwhelming
 - awesome
30. Which is the **false** statement about the dominance of Indonesian language over mass media?
- Indonesian newspapers dominate the English and Chinese ones.
 - Indonesian newscast and programmes dominate the English and Chinese ones.
 - Almost all programs of foreign origin are dubbed into Indonesian.
 - Almost all programs of foreign origin have Indonesian-language sub-titles.
 - All newspaper are printed in Indonesian language.

IV. Listen to the monologue and then choose the best answer to each question. Answer the questions on the basis of what is stated or implied by the speakers.

31. What is the function of the expression?
- To greet audiences
 - To open a speech
 - To move to a new point
 - To summarise the speech
 - To thank audiences
32. What is the function of the expression?
- To welcome audiences
 - To move to a new point
 - To open a presentation
 - To open a speech
 - To summarise a presentation
33. What does the presenter mean?
- Giving turn to other presenter
 - Using his turn to present the speech
 - Moving on to the next point
 - Turning left in the next intersection
 - Ending up his turn
34. What is the motion of the debate?
- The house believes that woman should not marry more than once.
 - The house believes that woman should marry once.
 - The house believes that man should marry more than one woman.
 - The house does not believe that the man should not marry more than one woman.
 - The house believes that man should not practice polygamy.

35. What is the most possible definition of the motion?
- Children under 13 are not allowed to watch violence content on TV.
 - Children are allowed to watch any programme from TV.
 - Parents must not use TV to entertain their children.
 - Parents are not allowed to watch TV with their children.
 - Children above 13 are allowed to watch violence content on TV.
36. What is the team line of a debate from the affirmative?
- People may use pesticide for plants.
 - Pesticide always put high risks to humans' health.
 - Pesticide is safe for farmers to use.
 - Pesticide is poisonous only for plants.
 - Pesticide always put high risks only for animals.

V. Complete the missing paragraph with appropriate expression.

.... I think it's all from the first section. Ok..... The next section is about the impact of deforestation for the people nearby...

37. The appropriate expression for the blank space will be...
- Let me begin my next section by saying a prayer.
 - Let's move on to the next section.
 - I thank you so much for coming.
 - I think that's all from me. Good bye.
 - Let me try to conclude.

... The important point about this is that we must realize first that the deforestation may soon increase the amount of GHGS in the atmosphere...

38. What is the function of the expression above in the body of the presentation?
- To give an opening remark
 - To plan the content of the speech
 - To move to the next point
 - To highlight the important point
 - To summarise the presentation
39. Which of the following expressions is appropriate for wishing in a speech?
- I wish to be with you forever.
 - I hope to see you again someday, my love.
 - I hope that this will improve the programme.
 - I expect you to be here on time.
 - I wish I could fly.

40. The best arrangement of the functions of the speech is

1. Thanking
2. Greeting
3. Wishing
4. Closing
5. Addressing
6. Opening words
7. Welcoming words
8. The content of the speech

- a. 1 2 3 8 7 6 5 4
- b. 2 5 6 7 8 1 3 4
- c. 2 5 6 7 8 4 3 1
- d. 1 4 3 5 6 7 8 2
- e. 2 6 5 7 8 1 4 3

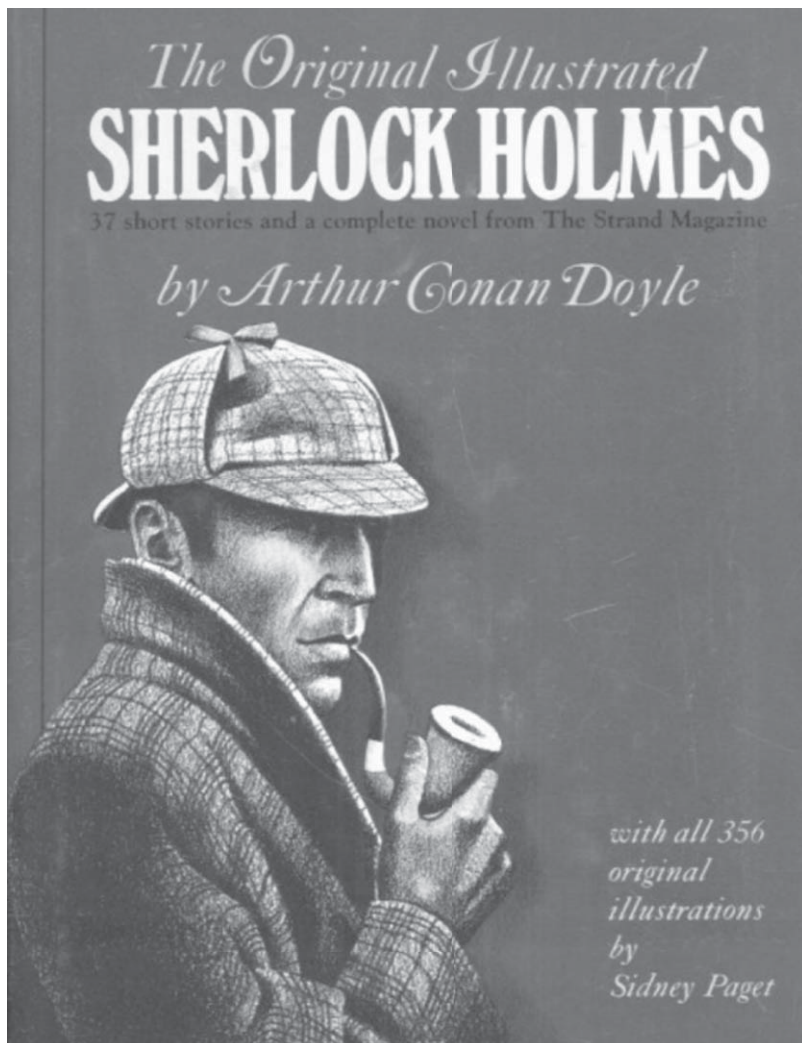
41. Argument:

Mothers who stay at home with their children are more likely to have time to be involved with their community.

What is the most possible rebuttal for the above argument?

- a. Encouraging mothers to work outside increases the productivity of the country.
- b. Encouraging mothers to work increases the rate of mortality of the country.
- c. In the future, children will have a rich mother.
- d. The community will reject working mothers.
- e. The children may stay with a babysitter.

**LET'S ENJOY DRAMAS,
SHORT STORIES, AND
NOVELS.**



<http://www.msc.ok.us>



You must have enjoyed learning how to perform a drama and read short stories in the previous unit. Do you want to learn more?

What about novels? Do you like reading them? A novel is a work of fiction that is longer and more complex than a short story. In a novel, setting, plot and characters are usually developed in great detail.

Do the challenging tasks in this unit and you will learn how to enjoy novels.

Picture: <http://www.butler.edu>

A. Let 's Get Ready



Task 1

Study the words below and then repeat after the teacher saying the words.

drama ['drɑ:mə] (kb)	: drama
dramatic [drə'mætɪk] (ks)	: dramatis
setting ['setɪŋ] (kb)	: latar
director [daɪ'rektə] (kb)	: sutradara
stage [steɪdʒ] (kb)	: panggung
play [pleɪ] (kb)	: lakon/drama
playwright ['pleɪraɪt] (kb)	: penulis drama/lakon
act [ækt] (kkt)	: memerankan
lighting ['lɑ:ɪtɪŋ] (kb)	: tata cahaya
script [skɪpt] (kb)	: naskah
prologue ['prɒləʊg] (kb)	: prolog
dialogue ['daɪələʊg] (kb)	: percakapan
monologue ['mɒnələʊg] (kb)	: monolog
character ['kærəktə] (kb)	: tokoh
theme [θi:m] (kb)	: tema
tragedy ['trædʒədi] (kb)	: tragedi
comedy ['kɒmədi] (kb)	: komedi
plot [plɒt] (kb)	: alur cerita
antagonist [æn'tæɡənɪst] (kb)	: tokoh antagonis
protagonist [prə'tæɡənɪst] (kb)	: tokoh utama
conflict [kɒn'flɪkt] (kb)	: pertentangan
narrator [nə'reɪtə] (kb)	: pembawa cerita



Task 2

In pairs, discuss the following characters and then choose the right characterization by putting a tick (✓) in the box. You may add more characterizations in the space provided.



<http://groups.msn.com>

- A king is wise and just.
- A king is sometimes arrogant.
- A king is smart and virtuous.
- Others:



<http://www.royalty-postcards.com>

- A princess is beautiful and kind-hearted.
- A princess is glamorous.
- A princess is loveable.
- Others:

- A witch is wicked and old.
- A witch is evil.
- Others:



<http://www.mooncostumes.com>



<http://images.buycostumes.com>

- A soldier is brave and courageous.
- A soldier is strong and powerful.
- A soldier is loyal and heroic.
- Others:

B. Let's Act



1. Listen and Speak



Task 3

Study the following words before you listen to the drama entitled *All for a Pansa* and then answer the questions.

merchant ['mɔ:tʃənt] (kb)	: saudagar
excuse [ɪk'skju:z] (kb)	: alasan
pansa (kb)	: nama mata uang dari India
watermelon ['wɔ:təmənlən] (kb)	: semangka
impressed [ɪm'prest] (ks)	: terkesan
hog [hɒg] (kkt)	: menikmati sendiri

All for a Pansa

(Elaine L. Lindy & Lindsay Parker)

Characters: 1. Merchant 2. Wife 3. Son 4. Ironsmith's daughter
--

NARRATOR: This play is *All for a Pansa*. It is a folktale from India. Long ago in India, there lived a merchant who was not at all happy with his only son. His mother always thought the best of him, however, and was continually making excuse for him.

[Stage set: *the backdrop shows a house with some trees beside it and fields of golden grasses.*]

[MERCHANT and WIFE enter, speaking to each other.]

MERCHANT:	He just doesn't listen. I don't know how he can be my son.
WIFE:	Don't say that. He's our dear child. He just needs some extra attention.
MERCHANT:	You give him way too much attention as it is! I don't know how we're ever going to find a wife for him. Let's face it, the boy is lazy.
WIFE:	Please, just give him one more chance to prove himself.
MERCHANT:	He's already had way too many chances!
WIFE:	Just one more, for me. Please? Pretty please?
MERCHANT:	All right. But that fool is going to have work for it. He's going to have to think. <i>[SON enters.]</i>
SON:	Hello, Father and Mother. How are you today?
MERCHANT:	Fine, fine. I have something I want you to do. I will give you one last chance to prove yourself.
SON:	What can I do?
MERCHANT:	I am going to give you this pansa. I want you to go to the bazaar. With this one pansa, buy something to eat, something to drink, something for the cow to chew on and something to plant in the garden.
SON:	What? How do you expect me to do that with only one pansa? That's not fair!
MERCHANT And WIFE:	<i>(with hands on hips)</i> LOTS OF THINGS IN LIFE AREN'T FAIR!
SON:	I'll show you, father. I can do it! <i>(to audience)</i> Somehow. <i>[MERCHANT, WIFE and SON exit.] [SON enters with the IRONSMITH'S DAUGHTER carrying a watermelon.]</i>
SON:	Here's a watermelon father. It provides something to eat, something to drink, something for the cow to chew on, and something to plant in the garden.
MERCHANT:	So it does. I'm impressed!
WIFE:	I knew you could do it, son.
SON:	Actually, it was the ironsmith's daughter who had the idea.

MERCHANT: And you don't hog the credit, either. That's two good moves. Young lady, how did you think of such a fine solution?

IRONSMITH'S DAUGHTER: Well, a watermelon takes care of all your conditions.

MERCHANT: Indeed it does. I am proud of you both. Young lady, I would like to invite your family to my house to celebrate it. It seems like our families should get to know one another better.

IRONSMITH'S DAUGHTER: Thank you. I would like that.

MERCHANT: *(to audience)* Young people! Just when you're ready to give up on them, they surprise you! And to think I didn't have any idea myself how to solve that riddle!

The End

Taken from: <http://www.storiestogrowby.com>

Questions

1. Where does the drama take place?
2. What is the drama about?
3. How many characters are in the drama? Mention them.
4. Why was the merchant angry with his own son?
5. Why did the merchant's wife always have any excuse for her son?
6. What was the merchant's idea to make his son change his mind?
7. What was the son's reaction to his father's order?
8. Who had helped the son to accomplish his father's order? How?
9. How is the merchant characterized?
10. How is the merchant's wife characterized?
11. How is the merchant's son characterized?
12. What message does the drama contain?



Task 4

Study the definition of drama and the structures of a drama script.

What is a Drama?

A. Basic Definition

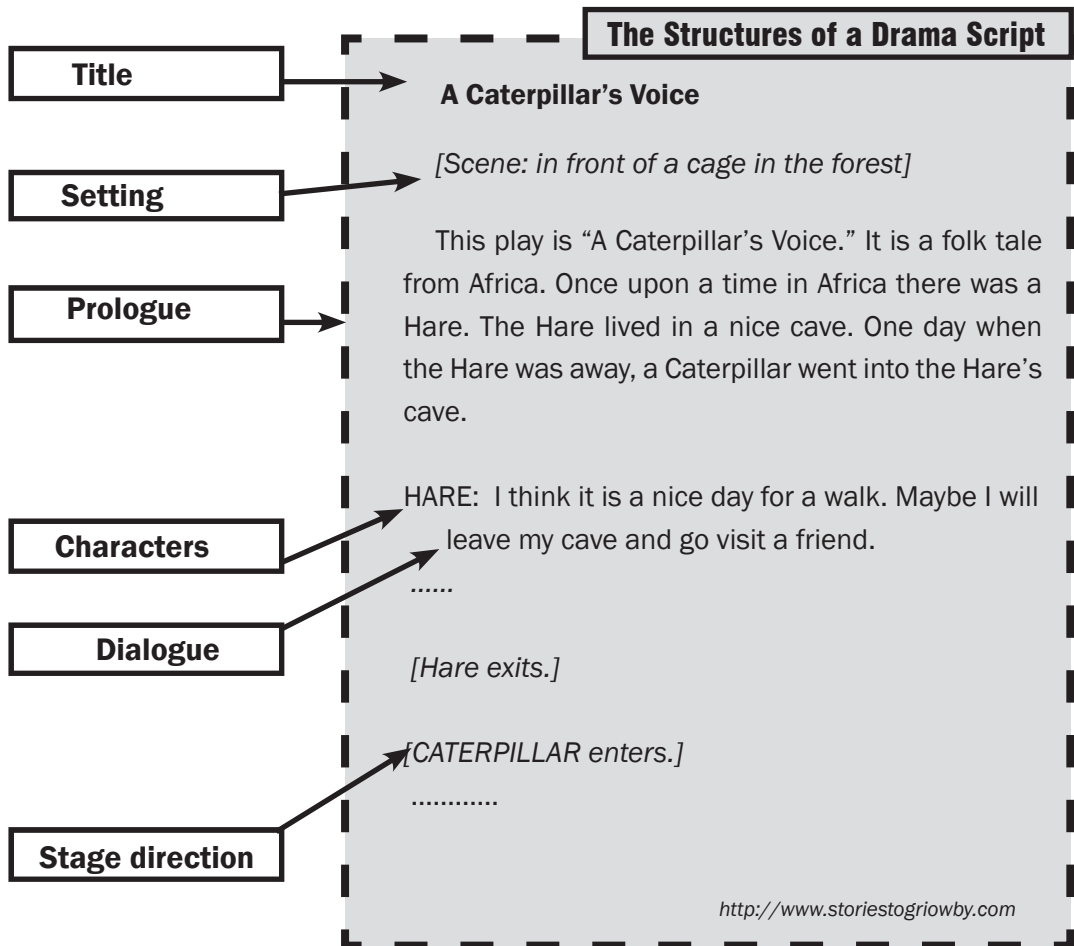
Do you still remember the basic definition of a drama you have learnt in Grade XI? Here is the review.

A drama is a story which is normally written in the form of dialogue and meant to be acted out by actors. It is, therefore, different from short stories and novels which are not made to be performed.

B. Basic Elements of a Drama/Play

In the previous book, you have learnt two elements of drama; they are setting and character. Here are more basic elements of a drama/play.

- a. **Plot:** the sequence of events or incidents of which make up the story. The plot requires a conflict. It is a clash of actions, ideas, desires or wills. There are three kinds of conflict: person against person, person against herself/himself, and person against environment.
- b. **Message:** a moral or social value which is usually expressed in a play. However, some plays may not have a message.
- c. **Theme:** the central thought of a story or, in this case, a drama/play. Babusci et al. (1989:148) state that “theme is the general idea about life that is revealed through the story”





Task 5

Reread the drama entitled *All for a Pansa*. Then, identify the characters, the theme, and the setting. The following guidelines may help you.

Analyzing a Drama

- a) The title of the drama is
.....
- b) The setting of time and place of the drama is
.....
- c) The theme of the drama is about
.....
- d) The plot of the drama
 - i. It begins with
.....
 - ii. The conflict that the main character faces is
.....
 - iii. The climax is when
.....
 - iv. It ends with
.....
- e) The characters are:
 - i. ...
 - ii. ...,
 - iii. ..., etc.
- f) Does the drama contain any message? If so, what is it?
.....



By the Way...

The shortest stage play is Samuel Beckett's "Breath" - 35 seconds of screams and heavy breathing.

Adapted from: <http://www.didyounow.com>



Task 6

In pairs, identify the antagonist and protagonist from the following drama excerpt and then describe how they are characterized. Identify also the conflict in the story. When you finish with it, answer the questions.

Fur and Feather

MAMA Children! Children, come and see what delicious food I have for you! Well they must be nearby. (*jumps up, surprised*) Oh, NO! I see LION TRACKS! Maybe a LION has come and taken them. I will follow the tracks to see where they lead.

OSTRICH:

[MAMA LION and two OSTRICH CHICKS crawl out of MAMA LION'S den. The OSTRICH CHICKS sit on the floor in front of the den]

MAMA LION: Do you want something, Mama Ostrich?

MAMA OSTRICH: What are you doing with my chicks? Return them to me at once!

MAMA LION: What do you mean? These are MY cubs. That is very plain to see.

MAMA OSTRICH: It is NOT at ALL plain to see! Those are chicks! Ostrich chicks! And I am an OSTRICH and ... and ... you're a LION!

MAMA LION: IS that SO? Then you won't have any trouble finding another animal that agrees with you! I dare you! Find any animal at all that will look me in the eye and tell me that these are not my cubs. Do THAT first. THEN, I will give them back to you!

<http://www.storiestogrowby.com>

Questions

1. Based on your personal interpretation, why does mama lion want to keep the ostrich chicks to her?
2. Where does the story probably take place?

The Enormous Nose

NARRATOR: One day, a king was walking through the forest when a witch appeared.

[The KING points at the WITCH, laughing]

KING: Your nose is so huge that I can't see your face!

WITCH: Is that so? Well, I'm going to curse your first child with a nose so big, you'll look back to this day and regret making this mistake.

KING: Who are you kidding? You can't do magic. You're just an old ugly lady.

WITCH: You'll see what I can do. Bye....hehehehe.....(exits)

<http://www.storiestogrowby.com>

Questions

1. Where does the story probably take place?
2. Why does the king think that the witch can't do magic? Argue your answer.



Task 7

Let's play **Dramatic Feelings Game**. First study the following instructions on how to play the game. Play the game in groups of six.

Dramatic Feelings Game

1. Materials
 - a. A box, container, or bag
 - b. Pieces of paper with a different feeling word written on each. Choose the words that your class is familiar with.
2. Method
 - a. Place the feeling words in the box, container, or bag.
 - b. Ask one student to come up and pick out the word without looking.
 - c. Now, this student is to act out according to the word.
 - d. The rest of the class guess. The student who guesses correctly gets to go next, and the process is repeated.

angry: <i>marah</i>	shy: <i>malu</i>	sympathetic: <i>simpatik</i>
anxious: <i>gelisah</i>	cautious: <i>waspada</i>	depressed: <i>tertekan</i>
apprehensive: <i>khawatir</i>	confident: <i>percaya diri</i>	disgusted: <i>muak</i>
ashamed: <i>memalukan</i>	confused: <i>bingung</i>	ecstatic: <i>sangat senang</i>
enraged: <i>marah sekali</i>	guilty: <i>bersalah</i>	embarrassed: <i>malu</i>
exhausted: <i>kelelahan</i>	happy: <i>gembira</i>	jealous: <i>cemburu</i>
frightened: <i>ketakutan</i>	hopeful: <i>penuh harapan</i>	lonely: <i>sendiri</i>
frustrated: <i>kecewa</i>	hysterical: <i>histeris</i>	loves-truck: <i>kasmaran</i>
mysterious: <i>aneh</i>	surprised: <i>terkejut</i>	mischievous: <i>jahat</i>
nervous: <i>gugup</i>	shocked: <i>kaget</i>	suspicious: <i>curiga</i>
overwhelmed: <i>takjub</i>	bored: <i>bosen</i>	smug: <i>puas</i>
sad: <i>sedih</i>		



Task 8

Study the words below before you read the drama entitled *The Pumpkin in the Jar*. Analyze the elements of drama and then answer the questions given. Work in a group of five and perform the drama.

pumpkin [ˈpʌmpkɪn] (kb)	: labu
maiden [ˈmeɪdən] (kb)	: gadis
bow [ˈbəʊ] (kki)	: membungkuk
cottage [ˈkɒtɪdʒ] (kb)	: pondok

goblet [ˈɡɒblət] (kb)	: gelas sloki
fumble [ˈfʌmbəl] (kki)	: meraba-raba
noble [ˈnəʊbl] (ks)	: layak
jar [dʒɑː] (kb)	: kendi
virtuous [ˈvɜːtʃuəs] (ks)	: berbudi luhur
riddle [ˈrɪdl] (kb)	: tebak-teki
gracious [ˈɡreɪʃəs] (ks)	: sangat ramah
sprout [spraut] (kb)	: rebung

The Pumpkin in the Jar

(E.L. Lindy & Lindsay Parker)

Characters:	1. Maiden	3. Soldier 1
	2. King Adovis	4. Soldier 2

NARRATOR: This play is *The Pumpkin in the Jar*. It is a folktale from the Philippines. This tale begins with King Adovis. While he is out hunting one day, he meets a maiden.

[Stage set: the back drop shows rolling fields of green grass. A house is painted on one side. There is a table out front with two jars and a pitcher on it.]

[KING, SOLDIER 1, and SOLDIER 2 enter. They pass by the house.]

KING:	What a wonderful day to be out on the plains!
SOLDIER 1:	It sure is. I just wish we had seen more deer. [KING wanders upstage toward the backdrop.]
SOLDIER 2:	Wait! (points off-stage) Look, over there. I see a deer.
SOLDIER 1:	Where? I don't see it.
SOLDIER 2:	Shhh, just follow me. [SOLDIER 1 and SOLDIER 2 move off-stage.]
KING:	Oh, no. Where have my friends gone? I can't believe they took off and left me. I just can't get good help anymore. Hmmm, I wonder where I am. [MAIDEN enters carrying a basket of flowers.]
MAIDEN:	Well, hello there. Are you, um, King Adovis?
KING:	Yes, I am. [MAIDEN fixes her dress and hair. She bows to the KING.]
KING:	I was out hunting with my friends but seem to have lost my way. Now, I'm very thirsty. Do you have anything to drink?
MAIDEN:	Oh yes. The well has plenty of water by my cottage. But I'm afraid I don't have a goblet that's noble or fine enough to serve the water in it to you, Your Highness.
KING:	No need to go to any trouble on my account. I'm quite thirsty. I don't need anything special.
MAIDEN:	Well, I'll try to find something. (picks up a jar from the table, pretends to fill it with water from a well, and hands it to KING)
KING:	Ahh, I feel so much better now! Thank you. (hands jug back to MAIDEN)

MAIDEN: *(drops the jar behind a prop or the curtain)* You're more than welcome.

KING: *(surprised)* What? Why did you break the jar? *(to audience)* This is one strange maiden.

MAIDEN: Why, I don't want anyone else to drink out of it after you, my King.

KING: *(to audience)* Hmmm. The maiden is virtuous. *(to MAIDEN)* Do you live in this cottage on your own?

MAIDEN: Well, I get by.

KING: Say, I have a riddle for you. Call it a royal riddle. Do you think you could fit one of your full-grown pumpkins into a jar? Say this one. *(picks up a jar from the table)*

MAIDEN: But that hole is so small.

KING: So it is. Do you think you can do it?

MAIDEN: Well, I don't know, a full-sized pumpkin.

KING: Just send a message to the palace when it's done. *[SOLDIER enters.]*

SOLDIER: Oh, there you are, King Adovis. We have been looking everywhere for you.

KING: Well, I certainly wasn't lost. This maiden has been gracious and kind. *(to MAIDEN)* I will expect to hear from you.

MAIDEN: All right, but it may take some time.

KING: No matter. Just make sure it's a full-sized pumpkin. In THAT jar. *[KING and SOLDIER exit.]*

MAIDEN: How am I going to do it? A full-sized pumpkin? In this jar?

MAIDEN: *(continues)* I know! I'll move this jar next to one of my pumpkins that's sending out a sprout. I'll set the sprout inside the jar, then let it grow until it's full-sized. That'll do it!
[MAIDEN moves around the stage, fumbles with a few things and then sits down at the chair next to the table. After she sits down, KING and SOLDIER enter.]

MAIDEN: *(jumps up)* Oh good, you got my message, King Adovis. Look, here is the jar.

KING: Wow, you did it! You are as clever as you are virtuous. I would like to invite you back to my kingdom to live with me as my wife.

MAIDEN: What an honour! I would love to.

KING: I have a toy ship at home that would look great inside a bottle.
[MAIDEN claps her hands to her cheeks. They all exit.]

The End

Taken from: <http://www.storiestogrowby.com>

Questions

1. Where is the drama set?
2. What is the theme of the drama?
3. How many characters are in the drama? Mention them.
4. Why does King Adovis drop by the maiden's house?
5. What attitude does the maiden impress the King?
6. What does the King mean by asking a riddle to the maiden? Explain.
7. What conflict does happen in the drama? Explain.
8. How are the king and the maiden characterized?
9. Does the drama contain any message? If so, what is it?



Task 9

Match the following words on the left with their definitions on the right.

1. stage	a. raised floor in a theatre where the actors perform
2. script	b. spoken words in a film or drama
3. dialogue	c. the character who causes problems for the protagonist
4. character	d. the controlling idea or central insight
5. theme	e. person in a play or novel
6. plot	f. the time and place in which the action of film or play happens
7. antagonist	g. written text of a film or play
8. setting	h. the sequence of incidents of which the story is composed



2. Read and Write



Task 10

Answer the following questions with your partner.

Questions

- Have you ever read a short story? What is its title? What is it about?
- Have you ever been told a tale by your elders? What is it about?
- Identify whether the following characteristics of a story belong to a short story by putting [S] or a tale by putting [T] or both on the space provided.
 - It can be a spoken narrative.
 - It usually employs a simple theme.
 - It is written in prose form.
 - It centres upon one incident.



Task 11

Read the story entitled *Diary of the First Day of School* and then guess the meaning of the following words according to the context. Read again the story and answer the questions.

non-segregated school ['segrigeɪtɪd] (ks)	:
shivered ['ʃɪvəd] (kki)	:
take roll [teɪk rəʊl] (kkt)	:
mob [mɒb] (kb)	:
water fountain ['wɔ:tə 'faʊntɪn] (kb)	:
hint [hɪnt] (kb)	:
sigh [saɪ] (kb)	:

Diary of the First Day of School **(Angela White)**

Dear Diary,

Today was my first day at a non-segregated school. I was so scared to go. I tried to pretend that I was ill, but it didn't work. My mom told me to get dressed and she would walk me to the bus stop.

The bus ride was okay because the kids from my neighbourhood were all black like me. We talked the whole way to the school about how scared we were. None of us knew what to expect and none of us could offer any advice to the others. We just knew that it was going to be a mess and we should stick together. When the bus pulled in front of the school building, everyone shivered. One by one, we stepped off the bus.

There was a mob of people crowded around the entrance to the school. They were shouting awful things at me and the others from the bus. There were police officers there to keep the crowd from attacking us physically. The whole time I was walking in, I was wondering why they were so upset. After all, everyone deserves equality.

I finally got inside of the school building along with the others. It was really nice inside. Everything was so clean and smelled good. I didn't know where my classroom was so I asked a white boy standing beside the water fountain. He looked right through me as if I didn't even exist. I'm sure to him, I didn't. I got the hint that I wasn't welcome there so I decided to find the classroom on my own. I walked down the hallway with my eyes to the floor, trying not to hear the things the others were saying about me. When I found my classroom, I had to gather up enough strength to walk inside. I was thinking to myself the whole time that it would be easier to run back home than go inside.

When I walked inside, everyone got quiet. I knew that they had been talking about me and the others from the bus. I tried to walk to a desk, but a girl put her foot in the seat and told me it was taken. That happened four times. I finally decided to just stand by the door until the teacher came into the room and gave me a seat. When the teacher did walk in, she didn't rush to get me a chair. She took roll and then lectured some. She finally looked at me and told me that I needed to find a seat or sit on the floor. I decided to sit on the floor to avoid any more conflict.

When it was time to go home, I walked outside to get back on the bus. The angry mob was gone, but all the white kids outside were staring and whispering as I walked by. I got on the bus and sat in the seat and let out a sigh. I didn't know how many days like this I could survive.

Seeing my mom made my heart jump for joy. I ran off the bus and into her arms. The tears just started to fall. I told her all about my bad day. She said that she didn't know why the white people were so angry and that we could only hope that one day it wouldn't be like this. She said that she hoped that one day everyone would be equal and everyone would get along. I told her I hoped that this would happen, but until then, I would just keep doing my part in helping things get that way.

Taken from: <http://www.msc.cc.ok.us>

Questions

1. Do you think the story may truly happen?
2. In which country may the story happen? In Japan, South Africa, the US, or in Indonesia?
3. Who is the author of the story?
4. Why did her teacher ignore her in her first day of school?
5. Could she stand this? Why?
6. What is the story about?
7. What is the theme of the story?
8. Does the story contain moral value? If so, what is it?
9. Can it be called a short story or a tale? Why?



Task 12

In pairs, study the following definition of short story.

What is a Short Story?

Do you still remember the definition? If you do not, here is the definition to remember.

A short story is a creative writing illustrating one character's internal conflict or conflict with others which centres upon only one incident. It usually has one thematic focus. A short story generally produces a single, focused emotional and intellectual response in the reader.

The basic elements of the short story may include:

- setting time and place,
- character,
- plot,
- conflict, and
- theme.

Most stories are set in present day, but settings of place vary from rural to urban and exotic to mundane. The reader follows the main character (or protagonist) in a conflict with another character (or antagonist) or in an internal conflict.



Cultural Tips

Group Reading

It is useful for students to be aware of the background to the locality and time in which stories are set. Through group reading, students may share knowledge from other students' view points. A reading group provides a chance to explore the deeper and universal insights into human experience that fiction can bring to readers.

Adapted from: [http:// www.encompassculture.com](http://www.encompassculture.com)



Task 13

Work in pairs and write a summary of the story above. The following guidelines may help you.

Diary of the First Day of School: A Summary of a Plot Story

A. How does the story begin?

1. Who are the main characters in the story?
2. Who are the protagonist and antagonist?
3. Where did the story happen?

B. What conflict did the black students face?

1. Why was she so scared?
2. What happened to her when she arrived at school?
3. Why did the white boy refuse to help her find her classroom?
4. What did her teacher do to her?
5. What happened to her while she was walking outside to get her bus?

C. What is the climax of the story?

1. What did she finally decide to do when all her classmates and her teacher ignored her?

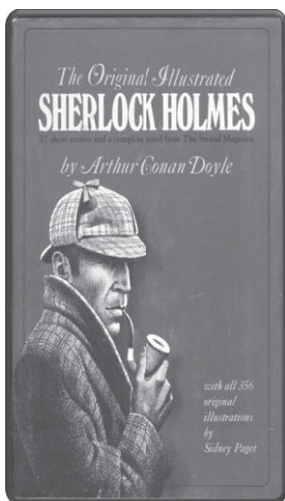
D. What is the resolution of the story?

1. What did her mom tell her?
2. What did she think about it?



Task 14

Work in pairs and study *Sherlock Holmes* by Sir Arthur Conan Doyle. Then, discuss the questions.



<http://www.msc.ok.us>

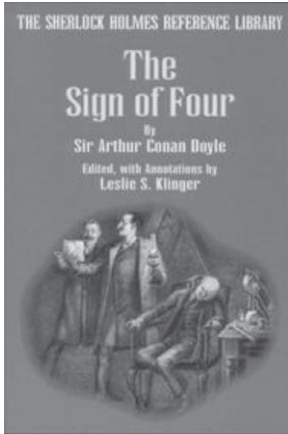
Questions

1. Have you ever read a novel? If so, what is its title? What is it about?
2. Do you know Sir Arthur Conan Doyle? Where is he from?
3. Have you ever read a *Sherlock Holmes* novel by Sir Arthur Conan Doyle?
4. What kind of novel does *Sherlock Holmes* belong to? Put a tick.
 Detective mystery Love
5. Identify whether the following characteristics belong to a novel by putting [N] or a short story [S].
 It centres upon one certain incident.
 It sometimes employs more than one theme.
 It is a long story book.
 It centres upon more than one incident.
 It is a quite-short story.



Task 15

Work in pairs and then search for the following novel. Then, read the novel and write a summary of it. The following guidelines can be helpful for you.



<http://www.sherlock-holmes.com>

The Novel

1. What is the title of the novel?
2. Who is the author?
3. How many pages does the novel have?

Writing a Summary of a Plot of a Novel

A. How does the story begin?

1. Who are the main characters in the novel?
2. Who are the protagonist and antagonist?
3. Where and when did the story happen?

B. What conflict did the main characters face?

1. Who was Holmes's client? What happened to her?
2. Who were Thaddeus and Bartholomew Sholto? What happened to them?
3. What happened to the treasure?
4. Why did the murderers kill Bartholomew Sholto and Major Sholto?
5. What was so special about the dog named Toby?
6. Where was the *Aurora* hidden?
7. What happened to the pygmy?
8. How had Holmes and Watson escaped from a horrible death?

C. What is the climax of the story?

1. Who was Jonathan Small?
-
-

D. What is the resolution of the story?

1. What happened to the Great Agra treasure?
 2. Who were the Sign of Four?
 3. What is the theme of the novel?
 4. Does the title mean to you?
-
-



Task 16

Study the following definition of a novel.

Basic Definition of a Novel

Novel is a work of fiction that is longer and more complex than a short story. Setting, plot, and characters in a novel which are parts of its elements are usually developed in great detail.

The theme can be more complex and various than one belongs to a short story.

Adapted from: [http:// www.wallkillcsd.k12.ny.us/g/t.htm](http://www.wallkillcsd.k12.ny.us/g/t.htm)



Task 17

Work in pairs and then search for a novel based on the following list of novels. Read the novel and summarize it. If you do not find any from the list, you may look for another one you know and like best. The guideline to summarize a novel in Task 14 can be helpful for you.

Novels by foreign authors	Novels by domestic authors
1. <i>Goosebumps: A Night In Terror Tower</i> by R.L. Stine	1. <i>Hijacked in Kalimantan</i> by Duncan Watts and I. Siswojo
2. <i>Goosebumps: Attack of the Jack O'Lanterns</i> by R.L. Stine	2. <i>King Menggala's Treasure</i> by P.F.J Simms and I. Siswojo
3. <i>Goosebumps: Attack of the Mutant</i> by R.L. Stine	3. <i>Effendi and the Train Robbers</i> by J. & A. Tedman and I. Siswojo
4. <i>Goosebumps: Calling All Creeps!</i> by R.L. Stine	4. <i>The Secret of Bangkalan Fort</i> by J. & A. Tedman and I. Siswojo
5. <i>The Pearl</i> by John Steinback	
6. <i>The House on the Hill</i> by Elizabeth Laird	
7. <i>The Black Cat</i> by John Milne	

C. Let's Do More



Task 18

Work in groups of five and then prepare to perform the drama entitled *The Pumpkin in the Jar*. Act out the drama to the class in the next meeting.



Task 19

Work in pairs. Search two English short stories from the magazines, books, and/ or internet and then summarize it. Present your summary to the class in the next meeting.

D. Let's Check Your Competence



Task 20

Identify the antagonist and protagonist of the following drama excerpt and then describe how they are characterized. Identify also the conflict in the story.

...

YUUKI: *(seriously)* Wait! The earth MOVED under my feet! I think it WAS an earthquake!

1st VILLAGER: Come on, Yuuki! Always thinking the worst.

2nd VILLAGER: We have not had an earthquake in a long time. What makes you think we are going to have one now?

1st VILLAGER: You just don't know how to have fun, Yuuki. Always working, just like your grandfather.
[All of the VILLAGERS pick up what they dropped and start to go about their business again as if nothing has happened.]

YUUKI: *(loudly)* WAIT!
[YUUKI looks at the back wall of the room. Puts up a hand to shade his eyes. With the other hand, he points over the heads of the people in the audience.]
I SEE THE HOUSES BELOW HAVE MOVED! LOOK! THE SEA HAS TURNED BLACK. NOW IT LOOKS LIKE THE SEA IS RUNNING BACKWARD, AWAY FROM OUR VILLAGE! *(to audience)* Now I remember what Grandfather said! The sea would turn black and run away from the shore just before...just before...a TSUNAMI!
[All VILLAGERS walk to where YUUKI is standing.]

...

<http://www.storiestogrowby.com>

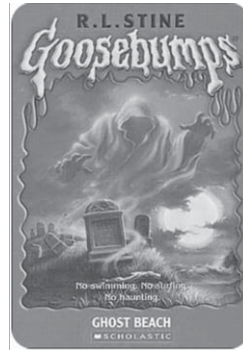


Task 21

Search for the following novels from the internet or the library and then read one of them. Write the summary of a novel. You may use the guidelines in the previous study in Task 15.



<http://img297.imageshack.us>



<http://upload.wikimedia.org>

E. Let's Make a Reflection

Reflect on your learning in this unit and write down your reflection in the space below.

What I like best in this unit:

What I don't like in this unit:

The improvement I have made after learning English in this unit:

F. Let's Make a Summary

In this unit you learn:

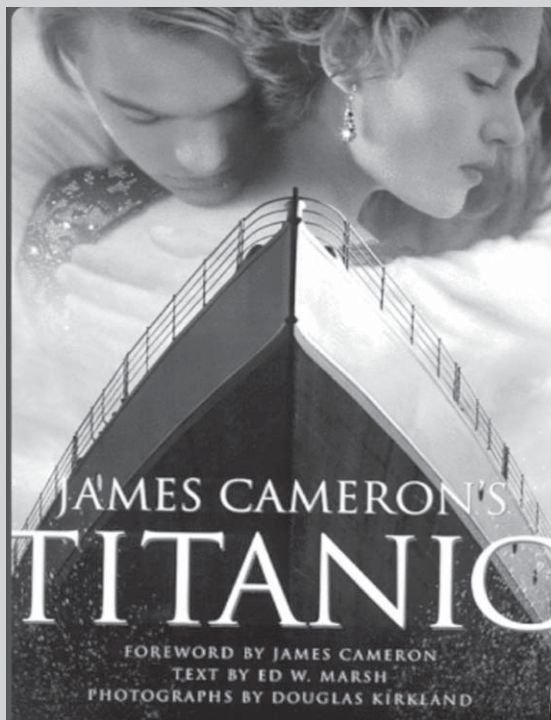
1. **A drama** is a story which is normally in the form of dialogue and meant to be acted out by actors. The basic elements of a drama include setting time and place, plot, character, and theme.
2. **A short story** is fictional work illustrating one character's internal conflict or conflict with others. It usually has one thematic focus. The basic elements of the short story include setting time and place, plot, character, and theme.
3. **A novel** is a work of fiction that is longer and more complex than a short story. Setting, plot and characters in a novel are usually developed in great detail. The elements of a novel are setting, characters, plot, and theme.

UNIT XII

DO YOU KNOW THE SOUNDTRACK OF TITANIC?



<http://i134.photobucket.com>



<http://www.movie.si>



<http://www.backstage7.de>

You must have watched films and enjoyed songs, haven't you? But, have you enjoyed songs in the films? The song in a film, called Original Sound Track (OST), is usually very beautiful. In this unit you will learn how to appreciate films and songs or soundtracks (OST). You will also learn how to analyse the film and perform it or act as the actors and actresses in the film.

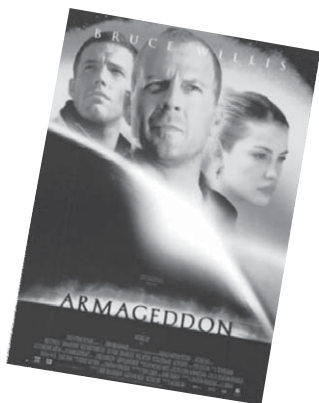
In this unit you will also learn further how to express your appreciation to songs by writing an essay. You will express your idea about songs in essays. Now, show your appreciation to the songs.

A. Let's Get Ready



Task 1

Study the words in the box and then answer the questions based on your knowledge.



<http://www.osgoodhotel.com>

<http://www.douban.com>

<http://www.impawards.com>

film [film] (kb)	:	film, gambar bergerak
cinema ['sɪnəmə] (kb)	:	bioskop
action ['ækjən] (kb)	:	laga/aksi
comedy ['kɒmədi] (kb)	:	komedi/lucu
soundtrack ['saundtræk] (kb)	:	lagu/musik di film
actor ['æktə] (kb)	:	aktor/ pemeran pria
actress ['æktɹəs] (kb)	:	aktris/ pemeran wanita
award [ə'wɔ:d] (kb)	:	piala
director [daɪ'rektə] (kb)	:	sutradara
producer [prə'dju:sə] (kb)	:	produser
choreographer [kɔrɪ'ɔgrəfɜ] (kb)	:	penata tari
animation [æni'meɪʃn] (kb)	:	animasi
cartoon [kɑ:'tu:n] (kb)	:	kartun
drama ['drɑ:mə] (kb)	:	drama
heroic [hɪ'rɔɪk] (ks)	:	kepahlawanan
stunt-man ['stʌnt 'mæn] (kb)	:	pemeran pengganti
cut [kʌt] (kkt)	:	potong
action ['ækjən] (kkt)	:	mulai

Questions

1. Have you ever seen a film?
 2. Where did you watch it?
 3. What is the title?
 4. What kind of film is it?
 5. Who are the actor and the actress?
 6. Can you tell the class the film briefly?
-



Task 2

Have you ever watched any film of which pictures you find in Task 1? Identify them by completing the sentences below. The words in the box may help you.

heroic	Oscar
Armageddon	dead
Tom Hanks	Saving Private Ryan
Con Air	hijacked
happy	exploded
sad	save
alive	Nicholas Cage
Bruce Willis	shot

1. The titles of films are, and
 2. The actors are, and
 3. *Saving Private Ryan* is awarded an
 4. In *Con Air*, the plane is by hijackers.
 5. In *Saving Private Ryan*, the tank is by Major's gun to a soldier named Ryan.
 6. In *Armageddon*, the asteroid is by astronauts.
 7. *Armageddon* has a/an.... ending.
 8. *Con Air* has a/ an ending.
 9. *Saving Private Ryan* has a/ an..... ending.
 10. All of the films are stories.
-



Task 3

Do you know that a film has a soundtrack? Match each film with the suitable title of the soundtrack. Look at the example.

Titanic	←	Leaving On A Jet Plane (Chantal Kreviazuk)
Pearl Harbour		When You Say Nothing at All (Ronan Keating)
Dare devil	→	My Heart Will Go On (Celine Dion)
Notting Hill		Bring Me To Life (Evanescence)
8 Mile		There You'll Be (Faith Hill)
Armageddon		You'll Be in My Heart (Phil Collins)
Prince of Egypt		How Do I Live Without You (Trisha Yearwood)
Tarzan		When You Believe (Mariah Carey ft Whitney)
Gangs of New York		The Hands That Built America (U2)
Con Air		Loose Yourself (Eminem)



Task 4

Now, identify the films in Task 3 which won international (Oscar and Golden Globe) awards for best soundtrack category. See the example.

Awarded films	
1.	Titanic
2.	.....
3.	.....
4.	.....
5.	.....
6.	.....

B. Let's Act



1. Listen and Speak



Task 5

Watch a film entitled *Titanic* and then answer the questions. Before watching the film, read the questions. The listening script is in the Appendix.

Questions

1. Who is the actor?
2. Who is the actress?
3. What is the genre of the film?
4. Who is the director?
5. Where and when did the Titanic tragedy happen?
6. What is the ending?
7. Tell the class the story briefly from the beginning.



<http://www.movie.si>



Task 6

Study the film analysis below.

Film Analysis

Title: (e.g. *Spiderman*, *The Pianist*, *2 Fast 2 Furious* etc.)

Theme: (e.g. love/romance, nationality, heroic, comedy, tragedy, etc.)

Characters:

- a. name (e.g. Mr Bean)
- b. characterization (e.g. funny, lucky, foolish)

Setting:

- a. time (e.g. 14 May 1992, World War II, etc.)
- b. place (Southampton, London, Bali, Hawaii, etc.)

Plot:

- a. beginning (introduction of the problem)
- b. middle (development and climax of the problem)
- c. end (resolution of the problem)



<http://www.titanicmovie.com>



Task 7

In pairs, make a simple analysis on a film entitled *Titanic* (see the guideline in Task 4). Then, present your analysis to the class.

Film Analysis

Title:

Theme:

Characters:

- name (mention the main characters)
- characterization (dominant)

Setting:

- time
- place

Plot:

- beginning [.....]
- middle [.....]
- end [.....]



<http://www.webtek.no>



Task 8

Work in groups of five to perform the scene below. First, decide who plays Rose, Cal, Ruth, the porter, and Lovejoy.

.....
.....

Scene: Rose, Calvert and their family are going to sail by an enormous ship, Titanic.

ROSE

I don't see what all the fuss is about. It doesn't look any bigger than the Mauretania.

[A PERSONAL VALET opens the door on the other side of the car for CALEDON HOCKLEY, the 30 year old heir to the elder Hockley's fortune. "Cal" is handsome, arrogant and rich beyond meaning.]

CAL

You can be blasé about some things, Rose, but not about Titanic. It's over a hundred feet longer than Mauretania, and far more luxurious. It has squash courts, a Parisian cafe... even Turkish baths.

[Cal turns and gives his hand to Rose's mother, RUTH DEWITT BUKATER, who descends from the touring car being him. Ruth is a 40ish society empress, from one of the most prominent Philadelphia families. She is a widow, and rules her household with iron will.]

CAL

Your daughter is much too hard to impress, Ruth.
(indicating a puddle)
Mind your step.

RUTH

(gazing at the leviathan)
So this is the ship they say is unsinkable.

CAL

It is unsinkable. God himself couldn't sink this ship.

Cal speaks with the pride of a host providing a special experience.

[This entire entourage of rich Americans is impeccably turned out, a quintessential example of the Edwardian upper class, complete with servants. Cal's VALET, SPICER LOVEJOY, is a tall and impassive, dour as an undertaker. Behind him emerge TWO MAIDS, personal servants to Ruth and Rose.]

A WHITE STAR LINE PORTER scurries toward them, harried by last minute loading.

PORTER

Sir, you'll have to check your baggage through the main terminal, round that way--

[Cal nonchalantly hands the man a fiver. The porter's eyes dilate. Five pounds was a monster tip in those days.]

CAL

I put my faith in you, good sir.
(MORE)
CAL (CONT'D)
(curtly, indicating Lovejoy)

See my man.

PORTER

Yes, sir. My pleasure, sir.
[Cal never tires of the effect of money on the unwashed masses.]

LOVEJOY

(to the porter)

These trunks here, and 12 more in the Daimler. We'll have all this lot up in the rooms.

[The White Star man looks stricken when he sees the enormous pile of steamer trunks and suitcases loading down the second car, including wooden crates and steel safe. He whistles frantically for some cargo-handlers nearby who come running.]

[Cal breezes on, leaving the minions to scramble. He quickly checks his pocket watch.]

CAL

We'd better hurry. This way, ladies.

.....
.....

<http://www.clothmonkey.com>



Task 9

Study the explanation below.



Titanic (1997)
by James Cameron.

Then two faint lights appear, close together... growing brighter. They resolve into two DEEP SUBMERSIBLES, free-falling toward us like express elevators.

ROSE

I don't see what all the fuss is about. It doesn't look any bigger than the Mauretania.

A PERSONAL VALET opens the door on the other side of the car for CALEDON HOCKLEY, the 30 year old heir to the elder Hockley's fortune. "Cal" is handsome, arrogant and rich beyond meaning.

CAL

You can be blasé about some things, Rose, but not about Titanic. It's over a hundred feet longer than Mauretania, and far more luxurious. It has squash courts, a Parisian cafe... even Turkish baths.

[Cal turns and fives his hand to Rose's mother, RUTH DEWITT BUKATER, who descends from the touring car being him. Ruth is a 40ish society empress, from one of the most prominent Philadelphia families. She is a widow, and rules her household with iron will.]

CAL

Your daughter is much too hard to impress, Ruth.
(indicating a puddle)
Mind your step.

Title

Director

Stage direction

Characters

Action

Dialogue

Gesture



Task 10

Now, work in pairs and listen to the original soundtrack of *Titanic*. Then, complete the missing words or phrases. See the example. You will listen to the song twice. First, study the following words. (The listening script is in the Appendix).

- wherever [weə'veə]
- does [dʌz]
- touch [tʌtʃ]
- heart [hɑ:t]
- safe [seɪf]
- far [fɑ:]
- come [kʌm]
- across [ə'krɒs]
- spaces [speɪsɪs]
- lifetime ['laɪftaɪm]
- fear [fɪə]

My Heart Will Go On (Celine Dion)

Every night in my dreams
I see you, I feel you,
That is how I know you go on

Far **across** the distance
And _____ between us
You have _____ to show you go on

Near, far, _____ you are
I believe that the heart _____ go on
Once more you open the door
And you're here in my heart
And my heart will go on and on

Love can _____ us one time
And last for a _____
And never let go till we're one

Love was when I loved you
One true time I hold to
In my life we'll always go on



Near, _____, wherever you are
I believe that the _____ does go on
Once more you open the door
And you're here in my heart
And my heart will go on and on

There is some love that will not go away

You're here, there's nothing I _____,
And I know that my heart will go on
We'll stay forever this way
You are _____ in my heart
And my heart will go on and on

Taken from: <http://www.lyrics007.com>

Picture 1: <http://www.backstage7.de>

Picture 2: <http://i134.photobucket.com>



Task 11

Study the lyrics of the song and then answer the questions below.

1. What is the title of the song?
2. Who is the singer?
3. To whom does the singer dedicate this song?
4. What happens to the heart of the singer?
5. What does "the door" means? (line 3 of the third stanza)
6. What is the song about?



Task 12

Learn how to sing the song. You may begin by singing the song along the cassette or CD.



Cultural Tips

When you first meet someone, it can be difficult to know how to start a conversation, especially if your cultural background and mother tongue are different. One topic that is safe to small talk is 'Films, e.g. "Have you seen the film *Bridget Jones's Diary*?"

Taken from: <http://www.ediplomat.com>



2. Read and Write



Task 13

In pairs, read the lyrics of the soundtrack of *Robin Hood* and then answer the questions.

Everything I Do

(Brian Adam)

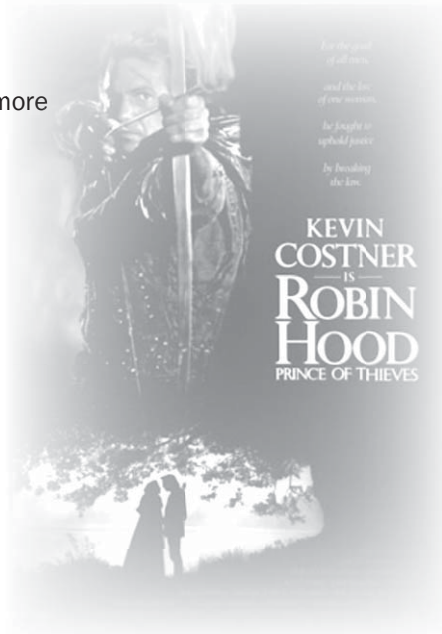
Look into my eyes - you will see
What you mean to me
Search your heart - search your soul
And when you find me there you'll search no more
Don't tell me it's not worth tryin' for
You can't tell me it's not worth dyin' for
You know it's true
Everything I do - I do it for you

Look into my heart - you will find
There's nothin' there to hide
Take me as I am - take my life
I would give it all I would sacrifice
Don't tell me it's not worth fightin' for
I can't help it there's nothin' I want more
Ya know it's true
Everything I do - I do it for you

There's no love - like your love
And no other - could give more love
There's nowhere - unless you're there
All the time - all the way

Don't tell me it's not worth tryin' for
I can't help it there's nothin' I want more
I would fight for you - I'd lie for you
Walk the wire for you - Ya I'd die for you

Ya know it's true
Everything I do - I do it for you



Taken from: <http://www.lyrics007.com>

Picture: <http://olivier.quenechdu.free.fr>

Questions

1. What does the singer mean by asking his girl to look into his eyes?
2. Why does the singer say to his girl not to tell anything to him?
3. What does the phrase 'take me as I am' mean?
4. What would the singer do for his girl?
5. What is the song about?



Task 14

Study the parts of a song lyric below.

Parts of a Song Lyric

Here I am
(Brian Adam)

Title of the song

The singer

Here I am - this is me
There's no where else on earth I'd rather be
Here I am - it's just me and you
And tonight we make our dreams come true

It's a new world - it's a new start
It's alive with the beating of young hearts
It's a new day - it's a new plan
I've been waiting for you
Here I am

Here we are - we've just begun
And after all this time - our time has come
Ya here we are - still goin' strong
Right here in the place where we belong

(Chorus 1)

Here I am - this is me
There's no where else on earth I'd rather be
Here I am - it's just me and you
And tonight we make our dreams come true

(Chorus 2)

Here I am - next to you
And suddenly the world is all brand new
Here I am - where I'm gonna stay
Now there's nothin standin in our way
Here I am - this is me

Lyrics

Chorus of the lyric
songs



Task 15

In pairs, read the lyrics of the original soundtrack of *Armageddon* and answer the questions.

Leaving on a Jet Plane

(Chantal Kreviazuk)

All my bags are packed, I'm ready to go
I'm standing here outside your door
I hate to wake you up to say goodbye

But the dawn is breaking, it's early morn'
The taxi's waiting, he's blowing his horn
Already I'm so lonesome I could die

So kiss me and smile for me
Tell me that you'll wait for me
Hold me like you'll never let me go
'cause I'm leaving on a jet plane
I don't know when I'll be back again
Oh babe, I hate to go

There's so many times I've let you down
So many times I've played around
But tell him that they don't mean a thing

Every place I go I think of you
Every song I sing I'll sing for you
When I come back, I'll wear your wedding ring

Now the time has come to leave you
One more time, oh let me kiss you
And close your eyes and I'll be on my way

Dream about the days to come
When I won't have to leave alone
By the times that I won't have to say



Taken from: <http://www.azlyrics.com>

Questions

1. What is the song about?
2. Why does the persona^{*1} wake up early in the morning?
3. On which vehicle does he leave his girl?
4. Why does he hate to go?
5. What will he wear when he comes back to his girl?
6. What is the message of the song?



Task 16

Write reviews about the two songs in Tasks 14 and 15. See the example.

Example:

Review of 'Everything I Do'

This song is Brian Adams's masterpiece. It tells us about how a man really loves his girl. He tries to convince his girl by doing everything she wants. It is a true love that makes him sacrifice himself to make sure that his love is not a fake.

Reviews of the two songs in Tasks 12 and 13

(1) Everything I Do

.....
.....
.....
.....
.....

(2) Leaving On A Jet Plane

.....
.....
.....
.....
.....



Task 17

In pairs, study the song lyrics below and write an essay about the song. See the guideline and example.

How Do I Live
(Trisha Yearwood)

How do I
Get through one night without you?
If I had to live without you
What kind of life would that be?

Oh I, I need you in my arms
Need you to hold
You're my world, my heart, my soul
If you ever leave
Baby you would take away everything good in my life.

And tell me now
How do I live without you?
I want to know
How do I breathe without you?
If you ever go
How do I ever, ever survive?
How do I
How do I
Oh how do I live?

Without you
There'd be no sun in my sky
There would be no love in my life
There would be no world left for me
And I
Baby I don't know what I would do
I'd be lost if I lost you
If you ever leave
Baby you would take away everything real in my life

And tell me now
How do I live without you?
I want to know
How do I breathe without you?
If you ever go
How do I ever, ever survive?
How do I
How do I
Oh how do I live?

If you ever leave
Baby you would take away everything
Need you with me
Baby don't you know your everything good in my life

And tell me now
How do I live without you?
I want to know
How do I breathe without you?
If you ever go



<http://www.ipmawards.com>

How do I ever, ever survive?
 How do I
 How do I
 Oh how do I live?

How do I live without you?
 How do I live without you baby?
 How do I live?...

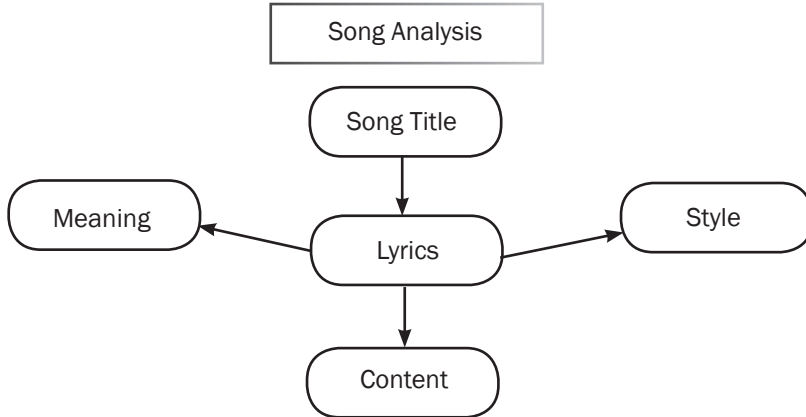
If you find some

Taken from: <http://lyrics.doheth.co.uk>



Task 18

Study the explanation below.



How Do I Live

Lyrics:

- Meaning : life needs love
- Content : someone who cannot stand alone without his/her love, etc.
- Style : melancholic and romantic, etc.

Write an essay based on Analysis in Task 18. Compare your analysis with a classmate's.

How Do I Live

.....

.....

.....

.....

.....

.....

C. Let's Do More



Task 19

Write an essay about the film soundtrack below. See the example in Task 18.



Film : Pearl Harbour
Actor : Ben Affleck
OST : There You'll Be
Artist : Faith Hill

<http://www.declarepeace.org.uk>

There You'll Be
(Faith Hill)

When I think back on these times
And the dreams we left behind
I'll be glad 'cause I was blessed to get
To have you in my life
When I look back on these days
I'll look and see your face
You were right there for me

In my dreams
I'll always see you soar
Above the sky
In my heart
There always be a place
For you for all my life
I'll keep a part
Of you with me
And everywhere I am
There you'll be
And everywhere I am
There you'll be

Well you showed me how it feels
To feel the sky within my reach
And I always will remember all
The strength you gave to me
Your love made me make it through
Oh, I owe so much to you
You were right there for me

In my dreams
I'll always see you soar
Above the sky
In my heart
There always be a place

For you for all my life
I'll keep a part
Of you with me
And everywhere I am
There you'll be

'Cause I always saw in you
My light, my strength
And I want to thank you
Now for all the ways
You were right there for me (You were right there for me)
You were right there for me
For always

In my dreams
I'll always see you soar
Above the sky
In my heart
There always be a place
For you for all my life
I'll keep a part
Of you with me
And everywhere I am
There you'll be
And everywhere I am

There you'll be
There you'll be

Taken from: <http://www.azlyrics.com>



Task 20

Find two film scripts and summarize them. Then, perform them in groups.

D. Let's Check Your Competence



Task 21

In pairs, search for the lyrics of popular songs below and analyse it. Then, sing the songs. You can choose the songs you like.

2000 - ...

You Raise Me Up

(Josh Groban)

Home

(Michael Bubble)

1990 - 2000

If Life Is So Short

(The Moffatts)

No Matter What

(Boyzone)

Stay the Same

(Joey McIntyre)

.... - 1990

Fernando

(ABBA)

When You Tell Me That You

Love Me

(Diana Ross)

The Glory of Love

(Peter Cetera)



Task 22

Write an essay about the song you choose in Task 21.

(Title)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

E. Let's Make a Reflection

Reflect on your learning in this unit and write down your reflection in the space below.

What I like best in this unit:

What I don't like in this unit:

The improvement I have made after learning English in this unit:

F. Let's Make a Summary

In this unit you learn:

1. Analyzing Film

Title

Theme

Characters : *(a. name b. behaviour)*

Setting : *(time and place)*

Plot : *(a. beginning b. middle c. end)*

2. Parts of Film Script

Title

Prologue

Dialogue

Actions

Characters

Gesture

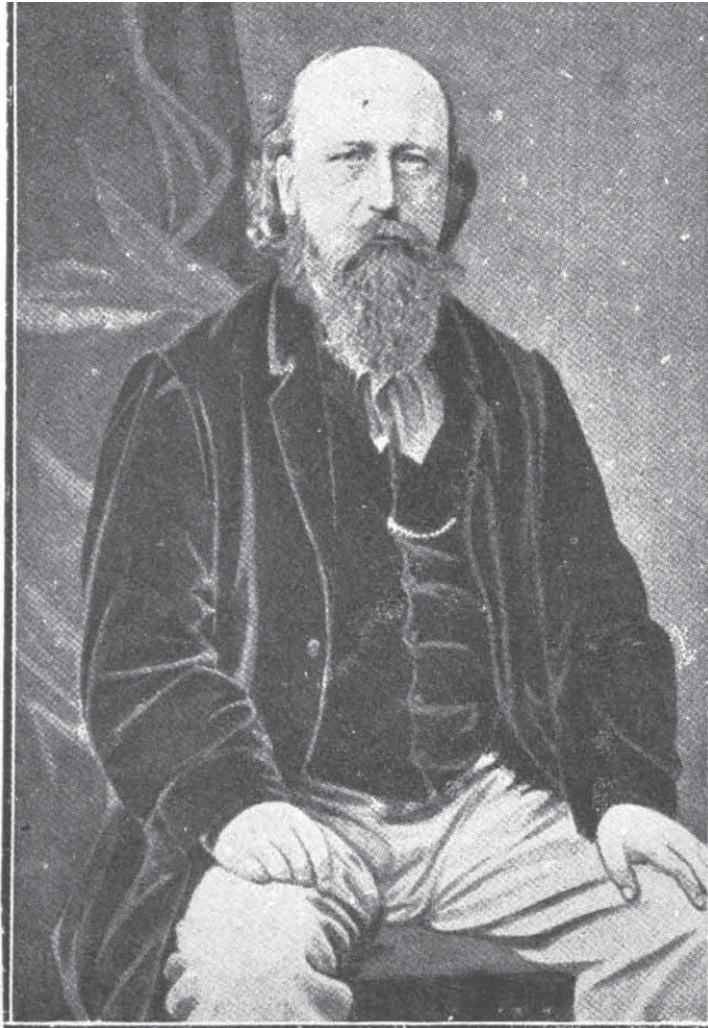
3. Song Analysis

Meaning

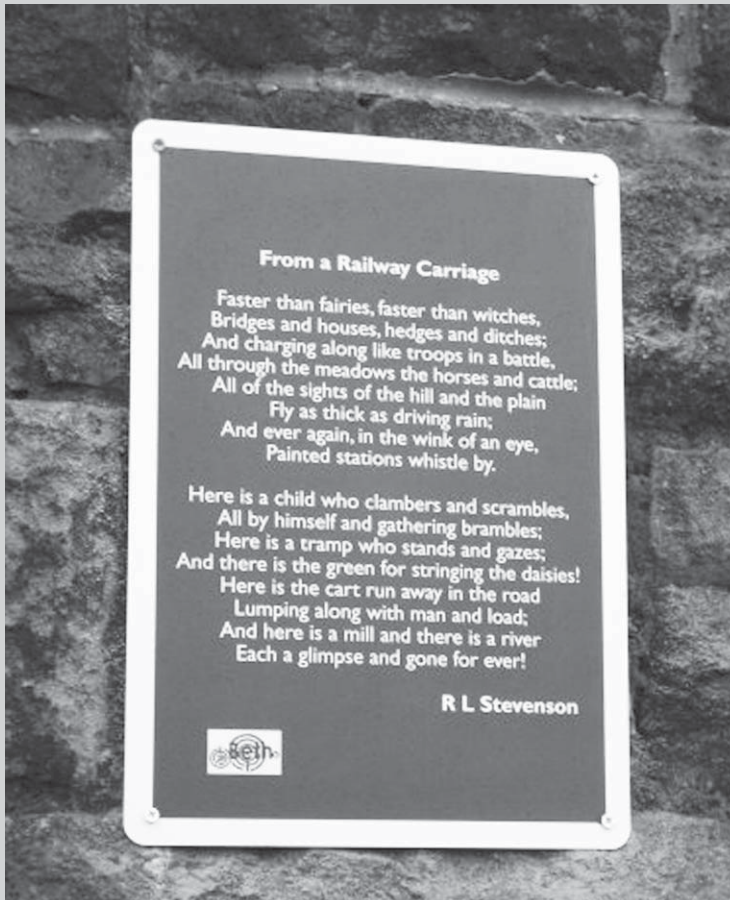
Content

Style

**“THE WIND STOOD UP
AND GAVE A SHOUT”
(James Stephens)**



<http://www.gutenberg.org>



Do you still remember what poetry is? You still remember the elements of poetry, don't you? They are a persona and character, and musical devices.

In this unit, you will learn more elements of poetry. They are imagery and figurative language. Those elements can function as devices for your poetry interpretation.

You can analyse poems and practise your appreciation in this unit. Let's do more.

Picture: <http://www.bethspetrytrail.co.uk>

A. Let's Get Ready



Task 1

Study the words below and read the poetry provided. Then, answer the questions based on what you have learnt in the previous unit.

poetry [ˈpəʊtri] (kb)	: puisi
imagery [ˈɪmɪdʒəri] (kb)	: pencitraan
visual imagery [ˈvɪʒuəl] (kb)	: pencitraan yang berhubungan dengan indra penglihatan
auditory imagery [ɔːdɪˈtɔːri] (kb)	: pencitraan yang berhubungan dengan indra pendengaran
tactile imagery [ˈtæktaɪl] (kb)	: pencitraan yang berhubungan dengan indra perabaan
olfactory imagery [ɒlˈfæktəri] (kb)	: pencitraan yang berhubungan dengan indra penciuman
gustatory imagery [ˈɡʌstətəri] (kb)	: pencitraan yang berhubungan dengan indra pengecap
figurative language [ˈfɪɡərətɪv ˈlæŋɡwɪdʒ] (kb)	: majas
metaphor [ˈmetəfə] (kb)	: metafor
simile [ˈsɪmli] (kb)	: simile
personification [pəˈsɒnɪfɪˈkeɪʃn] (kb)	: personifikasi

A Good Boy

(Robert Louis Stevenson)

I WOKE before the morning, I was very happy all the day, a
I never said an ugly word, but smiled and stuck to play. a

And now at last the sun is going down behind the wood, b
And I am very happy, for I know that I've been good. b

My bed is waiting cool and fresh, with linen smooth and fair c
And I must be off to sleeps-in-by, and not forget my prayer. c

I know that, till to-morrow I shall see the sun arise, d
No ugly dream shall fright my mind, no ugly sight my eyes. d

But slumber hold me tightly till I waken in the dawn, e
And hear the thrushes singing in the lilacs round the lawn. e

<http://www.poetryloverspage.com>

Questions

1. Do you remember what poetry is? Explain it briefly in your own words.
2. What are the underlined words called?
3. Does the poem have a rhyme scheme? Argue your answer.
4. What other kinds of musical devices does it use?
5. Identify the persona and character.



Task 2

Recall what you have learnt about poetry in year XI and based on your knowledge, identify the parts of the poetry below.

The Wind _____ Title
(James Stephens) _____ P__t

*The wind stood up and gave a shout
He whistled on his fingers and* } St_n_a

*Kicked the withered leaves about
And thumped the branches with his hand* → Im_g__

*And said he'd kill and kill and kill,
And so he will and so he will* → Rh__e

[http://www.sheboyganfalls.k12.wi.us/
cyberenglish9/poetry/prewriting.htm](http://www.sheboyganfalls.k12.wi.us/cyberenglish9/poetry/prewriting.htm)



Task 3

In pairs, read the poem below and answer the questions.

The Flight

(John Haines)

*It may happen again – this much
I can always believe
When our down fills with frightened neighbors
And the ancient ear refuse to start*

*The gunfire of locks and shutters
Echoes next door to the house
Left open
For the troops that are certain to come
We shall leave behind nothing but cemeteries*

And our life like a refugee cart
Overturned in the road
A wheel slowly spinning ...

Taken from: <http://www.poemhunter.com>

Questions

1. Who wrote the poem?
2. Does the poem have rhyming lines?
3. Besides rhyme, does it employ the other kinds of musical devices? Argue your answer.
4. Identify the characters?
5. What is the poem about?



Task 4

In pairs, read the poem and then decide in which lines the poet uses assonance and alliteration. See example in the box.

Before I Was Myself, You Made Me, Me

(Dimitri Shostakovich)

*Before I was myself you made me, me
With love and patience, discipline and tears,
Then bit by bit stepped back to set me free,

Allowing me to sail upon my sea,
Though well within the headlands of your fears.
Before I was myself you made me, me

With dreams enough of what I was to be
And hopes that would be sculpted by the years,
Then bit by bit stepped back to set me free,

Relinquishing your powers gradually
To let me shape myself among my peers.
Before I was myself you made me, me,

And being good and wise, you gracefully
As dancers when the last sweet cadence nears
Bit by bit stepped back to set me free.

For love inspires learning naturally:
The mind assents to what the heart reveres.
And so it was through love you made me, me
By slowly stepping back to set me free.*

<http://www.poemsforfree.com>

Alliteration

In line one, the initial consonant sound /m/ is repeated, "Before I was myself you made me, me". Hence, "myself", "made", and "me" alliterate one another. However, the last word "me" in this line simply repeats the previous word; it cannot be taken into account.

.....

.....

Assonance

In line three, the words "then", "stepped" and "set" assonate one another as the vowel sound /e/ is repeated while the previous and following sounds of these words are disregarded.

.....

.....

B. Let's Act



1. Listen and Speak



Task 5

In pairs, listen to the following poem and complete the missing words. The listening script is provided in the Appendix.

Actors Wear a Special Mask

(Robert devisee)

Actors wear a special _____ :

One that's most _____.

When they _____ they're someone else

They _____ themselves to dry.

The tears and _____ they've made their task

Leave nothing for concealing.

Each wound must _____ again, or else

The _____ won't cry.

<http://www.poemsforfree.com>



Task 6

After you have finished completing the missing words of the poem in Task 5, discuss its meaning in pairs. Then, answer the questions below.

1. Who is the poet?
 2. How many stanzas does it have?
 3. What does the first stanza mean?
 4. What does the second stanza mean?
 5. Why do the actors wear a special mask?
 6. What is the poetry about?
 7. Is there anything that can we learn from the poem? Explain.
-



Task 7

Study the explanation below.

Imagery

Monfrey (1978:128) defines imagery as “a whole set of images, or all the images that go to form our sense impressions of a piece of writing” while Lewis (via Abrams, 1971:76) states that an image is “a picture made out of words” and that “a poem may itself be an image composed from a multiplicity of images”. In line with this, Roberts and Jacobs (2003:506) assert that imagery “refers to words that trigger [the reader’s] imagination to recall and recombine images”. In other words, imagery is an expression which appeals to human senses, and, thus, it is classified into five, i.e. visual, auditory, tactile, olfactory, and gustatory imagery.

- a. **Visual imagery** is the kind of imagery which appeals to the sense of sight, for example the lines from Coleridge’s “The Ancient Mariner”,

*The bloody Sun, at noon,
Right up, above the mast did stand,
No bigger than the Moon.*

Here, “the sun” which is said to be as red as blood, standing vertically above the mast, and seen as small as the moon stimulates the reader’s sense of sight.

- b. **Auditory imagery** is the kind of imagery which appeals to the sense of hearing. Wordsworth in “Lines Composed a Few Miles above Tintern Abbey” says

*These waters, rolling from their mountain—springs
With a soft inland murmur. —Once again*

The reader's sense of hearing is aroused by the description of rolling water which is said to be 'murmuring', which, according to Hornby (1980:557) means "low continuous, indistinct sound, rising and falling very little in pitch".

- c. **Tactile imagery** is the kind of imagery which appeals to the sense of touch. The employment of this kind is found in the expression "*The fair breeze blew my face*" which, of course, stimulates the reader's sense of touch. Perrinne (1977:51) also states that "an internal sensation, such as hunger, thirst, or nausea; or movement or tension in the muscles or joints" belongs to this kind of imagery.
- d. **Olfactory imagery** is the kind of imagery which appeals to the sense of smell. The last line of stanza one from John Masefield's poem "*Cargoes*", "*Sandalwood, cedarwood, and sweet white wine*", shows how it works. "Sandalwood" and cedarwood" are sweet-smelling wood; these words are used to appeal to the reader's sense of smell.
- e. **Gustatory imagery** is the kind of imagery which appeals to the sense of taste. From the same line by Masefield above, the reader's sense of taste is aroused through the employment of "sweet white wine", although the use of imagery here is overlapped, that is, between visual (white wine) and gustatory (sweet wine) imagery. From these five kinds, these last two are rarely employed.



Task 8

Listen to the following poem and complete the missing words. The listening script is provided in the Appendix. No. 1 has been done as an example for you.

Stopping by Woods on a Snowy Evening

(Robert Frost)

Whose __ (1) __ these are I think I __ (2) __.
His house is in the __ (3) __, though;
He will not __ (4) __ me stopping here
To watch his woods fill up with __ (5) __.

My little __ (6) __ must think it queer
To stop without a __ (7) __ near
Between the woods and __ (8) __ lake
The darkest __ (9) __ of the year.

He gives his harness bells a __ (10) __
To __ (11) __ if there is some mistake.
The only other sound's the __ (12) __
Of easy __ (13) __ and downy flake.
The woods are lovely, __ (14) __, and deep,
But I have __ (15) __ to keep,
And miles to go before I __ (16) __,
And miles to go before I sleep.

<http://www.ketzle.com/frost/>

1. woods	9.
2.	10.
3.	11.
4.	12.
5.	13.
6.	14.
7.	15.
8.	16.



Task 9

Look back to the poem in Task 8 and read it aloud. Then, answer the questions.

1. What is the title of the poem?
2. Who wrote the poem?
3. Identify the persona and the setting.
4. Do you find any types of imagery? If so, mention them.
5. What is the poem about?



Task 10

Listen to the following poem and read it aloud to the class. Then, identify the kinds of imagery used in it.

Autumn Fires

(Robert Louis Stevenson)

*In the other garden
And all up the vale,
From the autumn bonfires
See the smoke trail!
Pleasant summer over
And all the summer flowers,
The red fire blazes,
The grey smoke towers.
Sing a song of seasons!
Something bright in all!
Flowers in the summer,
Fires in the fall!*

<http://www.poemhunter.com>



2. Read and Write



Task 11

Read the poem below and then answer the questions.

All I Ever Wanted Is in You

(Steve S. Kelly)

*All I ever wanted is in you:
Love, laughter, a pillow for my fears.
I want to give and to be given to
So I might feel myself flow through the years
Alive in you, the wonder of my tears.*

<http://www.poemsforfree.com/index/html>

Questions

1. Decide the rhyme scheme of the poem.
 2. What does the persona want?
 3. Does he love his admirer? In which line do you find this?
 4. What is the wonder of his tears?
 5. What is the poem all about?
-



Task 12

Study the kinds of figurative language below.

Figurative Language

Compared to the other kinds of literary works, poetry uses much more figurative language. From the kinds of figurative language, three kinds are commonly used in poetry. They are simile, metaphor, and personification.

a. Simile

Both simile and metaphor are “invented by the poet to make an unusual comparison of things or objects or ideas which are basically dissimilar or unlike or unequal to give rise to strong images” (Iswalono, 2008:46). In simile, the comparison is made explicit or direct by the use of such connectives as *like*, *as*, *similar to*, or a verb such as *resemble*, *appear*, or *seem*. To classify this concept, Abrams (via Iswalono) quoted a famous line from Robert Burns “*Oh, my love is like a red, red rose*”. Here, “my love” (a human being) is compared to “a red rose” (an inanimate object) as the former shares the quality inherent in the latter, that is beauty. Remember that in Western Culture, a rose is always closely associated with beauty.

b. Metaphor

Different from simile, this kind of figurative language uses implicit comparison. In other words, it functions to present images through indirect comparison between basically two dissimilar things or object or ideas. If Burns’ line above is altered into “*Oh, my love is a red rose*”, then it uses metaphor. Iswalono (2008:50) asserts that such a comparison as “*Bandung is Paris of Java*” does not use metaphor as those being compared are basically equal. Bandung is a city and Paris is also a city.

c. Personification

The last kind to be addressed in this section is personification in which “either an inanimate object or an abstract concept or a quality is spoken of though, it were a person, and thus, endowed with life or human attributes or feelings” (Iswalono, 2008:62). James Stephens in “The Wind” uses personification when he says “*The wind stood up and gave a shout / He whistled on his fingers and*”. Here, the wind is treated as if it were a human being, and, therefore, it is spoken to act like human do.



Task 13

A. Identify whether the quotations below use metaphor, simile or personification by putting a check in the boxes. No. 1 has been done for you as an example.

No.	Quotation	M	S	P
1.	The moon in tortilla (Victor M. Valle)	√		
2.	Pave pools as clear as air – (R.L. Stevenson)			
3.	The trees are crying aloud (R.L. Stevenson)			
4.	And screams like a storm at sea (James Reeves)			
5.	The evil look in her coal black eyes. (Margaret Walker)			
6.	But the Secret sits in the middle and knows. (Robert Frost)			
7.	Till the white day is done. (Langston Hughes)			
8.	And the moon spun round like a top, (William Butler Yeats)			
9.	The green field sleeps in the sun (William Wordsworth)			
10.	The pure cold light in the sky (William Butler Yeats)			

B. Identify the quotations below according to the types of imagery they employ by putting a check in the boxes provided. V stands for visual imagery, A for auditory, T for tactile, O for olfactory, and G for Gustatory. No. 1 has been done for you as an example.

No.	Quotation	V	A	T	O	G
1.	“Stopping here/To watch his woods fill up with snow”	√				
2.	“A wind blew out of a cloud, chilling/My beautiful Annabel Lee.					
3.	“When icicles hang by the wall/And Dick the shepherd blows his nail;”					
4.	“Between the sob and the clubbing of the gunfire”					
5.	“Then a mile of scented-sea beach”					
6.	“Dimes shine like morning day”					
7.	“Ring out, wild bless, to the wild sky”					
8.	“... jessamine faint, and the sweet tube rose,/The sweetest flower for scent that blows ...”					
9.	“... whose strenuous tongue/Can burst Joy’s grape against his palate fine ...”					
10.	“... the crack of rifles/in the rice paddies south of Da Nang.”					



Task 14

Study the poem below and then identify the kinds of the figurative language used. Give your answer in the box provided. See the example.

You and I Are Disappearing

(Yusef Komunyakaa)

.....
*She burns like a shot glass of vodka.
She burns like a field of poppies
at the edge of a rainforest.*
.....

#1 Star

(Katelyn Goff)

<http://www.ibiblio.org/ipa/komunyakaa.php>

*"Babe.
You are my everything,
My number one star.
I look up to you,
Cause I know you have the answer."*

05

Metaphors

(Sylvia Path)

<http://www.lyrics.com>

*I'm a riddle in nine syllables,
An elephant, a ponderous house,
A melon strolling on two tendrils.
O red fruit, ivory, fine timbers!
This loaf's big with its yeasty rising.
Money's new-minted in this fat purse.
I'm a means, a stage, a cow in a calf.
I've eaten a bag of green apples,
Boarded the train there's no getting off*

05

<http://www.americanpoems.com/poets/sylviaaplath/7854>

Metaphor

.....
.....
.....
.....

Simile

.....
"She burns like a field of poppies" (line 2 of "You and I are disappearing")
.....



Task 15

Read the following poem to the class. After this, identify kinds of figurative language and imagery you find in it. Then, answer the questions given.

The Land of Counterpane

(R.L. Stevenson)

*When I was sick and lay a-bed,
I had two pillows at my head,
And all my toys beside me lay
To keep me happy all the day.*

*And sometimes for an hour or so
I watched my leaden soldier go,
With different uniforms and drills,
Among the bed-clothes, through the hills;*

*And sometimes sent my ships in fleets
All up and down among the sheets;
Or brought my trees and houses out,
And planted cities all about.*

*I was the giant great and still
That sits upon the pillow-hill,
And sees before him, dale and plain,
The pleasant land of counterpane.*

<http://www.poetryloverspage.com>

Figurative language

Metaphor.....
.....
.....

Imagery

Visual
.....
.....

Questions

1. Who is the persona?
2. What things did the lyrical speaker watch?
3. What is the fourth stanza mean? State in your own words.
4. What does the land of counterpane mean?
5. What is the poem about?



Task 16

Study the brainstorming for a poetry essay.

Crazy

(Amy Catherman)

I'm crazy about you in everyway
So come over here and I'll make you crazy bout me like I am of you and maybe tonight our
dreams will come true

<http://www.lyrics.com>

Essay (This is only one possible essay.)

“Crazy” is a poem that is written by Amy Catherman. Looking at her poetry, the poetess has a melancholic way to express her words. Her poem has no rhyme and the line-arrangement is very peculiar. She prefers expressing her poetry directly to writing it explicitly in meanings.

This poem describes a girl who is so much in love with her admiration. She directly says that she will give love and wants to be loved. It means that her love is so deep that makes her so high and full of dreams to be achieved.



Task 17

Write an essay based on the poem. Use the example above as your guideline.

Let Her Know

by b4bydoll 323

*Let her know that you care
that you'll always be there
always by her side
ask if she's okay, if she's all right
Let her know she can stay
right there in your heart
Let her know nothing
can tear you two apart.
Tell her that you love her
that she's your heaven on Earth.
Let her Know that you'll always be together
tell her you were meant to be, from birth.
tell you are proud
to be the one to hold her hand.
Say this out loud
because at least it's not any other man.*

<http://www.lyrics.com>

“Let Her Know” is a poem written by b4bydoll. It consists of stanza and has no a scheme.

The poet expresses his poem in diction, and, therefore, its meaning is explicit. The only kind of figurative language he employs is which is found in lines and This type of figurative language is used to reveal

This poem is about.....

.....
.....
.....
.....

The theme and the message as I found are

.....
and
.....



Task 18

Write an essay based on the poem below. Use the outline in Task 17 as your example.

After You're Gone

(Anonymous)

After you're gone
 How will I go to work?
 Who will I phone
 To talk through the silent evening
 After you're gone? 05

You're part of my life,
 A piece of my tapestry.
 On what rock
 Will my castle rest
 After you're gone? 10

Time will turn
 But without hands.
 How will I eat
 Without my day on your dish
 After you're gone? 15

You're the only place
 I can put myself.
 No hopes or dreams
 Can fill my tumbling days
 After you're gone. 20



<http://www.poemsforfree.com/aftery.html>

After You're Gone

'After you're gone' is a poem written by

The poem describes a

C. Let's Do More



Task 19

Write an essay based on the poem below. Use the outline in Tasks 17 and 18 as your example.

The Bat

(Theodore Roethke)

This poem is about what the title says. It's about a bat.

*By day the bat is cousin to the mouse.
He likes the attic of an aging house.*

*His fingers make a hat about his head.
His pulse beat is so slow we think him dead.*

*He loops in crazy figures half the night
Among the trees that face the corner light.*

*But when he brushes up against a screen,
We are afraid of what our eyes have seen:*

*For something is amiss or out of place
When mice with wings can wear a human face.*

<http://www.poemhunter.com/poem/the-bat/>

D. Let's Check Your Competence



Task 20

Search two poems which make use of figurative language such as metaphor, simile, and personification.



Task 21

Write an essay based on the poem you have found for the exercise in Task 19. Use the previous guideline in Task 16 as your start.

E. Let's Make a Refection

Reflect on your learning in this unit and write down your reflection in the space below.

What I like best in this unit:

What I don't like in this unit:

The improvement I have made after learning English in this unit:

F. Let's Make a Summary

In this unit you learn:

1. Imagery
 - a. Visual Imagery
 - b. Auditory Imagery
 - c. Tactile Imagery
 - d. Olfactory Imagery
 - e. Gustatory Imagery

2. Figurative Language
 - a. Simile
 - b. Metaphor
 - c. Personification

UNIT REVIEW SEMESTER 2

I. Listen to short conversation between two people. Choose the best answer to each question.

1.
 - a. She thinks the man is asking her to find his flash disk.
 - b. She thinks the man is saying that someone has stolen his flash disk.
 - c. She thinks the man is saying that she has stolen his flash disk.
 - d. She thinks the man is missing his flash disk.
 - e. She thinks the man is lying about the flash disk.

2.
 - a. He admits he has got a new mobile phone.
 - b. He admits he hasn't switched off his mobile phone on the exam.
 - c. He admits he made a phone call on the exam.
 - d. He admits he received a call on the exam.
 - e. He doesn't admit it was his mobile phone.

3.
 - a. She wants to buy a standard helmet.
 - b. She asks the man to buy her a helmet.
 - c. She wants to buy a helmet for the man.
 - d. She asks the man to lend him some money to buy the helmet.
 - e. She intends to buy a standard helmet.

4.
 - a. He had had another plan, so he couldn't come.
 - b. He hadn't planned to come.
 - c. He planned not to come.
 - d. He had planned to come, but he couldn't come.
 - e. He planned to come with his friends.

5.
 - a. She is watching a movie now.
 - b. She is going to the cinema now.
 - c. She is planning to watch a movie tonight.
 - d. She is going to go to the cinema with the man.
 - e. She is going to the movie rental tonight.

6.
 - a. She's persuading the man.
 - b. She's asking the man to take a pity on her.
 - c. She's begging the man for work.
 - d. She's asking the man's opinion.
 - e. She's asking the man to work.

7.
 - a. She showed no regret for having made so much mess.
 - b. She regretted to tell the man about the mess.
 - c. She has absolutely no regret about the mess she made.
 - d. She regretted the mess the man has made.
 - e. She regretted the mess she has made.

8.
 - a. The wind should stop blowing.
 - b. The children should stop playing outside the house.
 - c. The children should stop the wind from blowing.
 - d. He should prevent the wind from blowing.
 - e. He should prevent the woman from playing with the children.

9.
 - a. The man hopes the school will build a new library.
 - b. The man hopes the books are rearranged.
 - c. The man hopes the librarian maintains the books well.
 - d. The man hopes the students contribute more books for collection.
 - e. The man hopes the school allocates fund to the maintenance of the books.

10.
 - a. The woman criticized the movie for being silly.
 - b. The woman criticized the movie for being funny.
 - c. The woman criticized the movie was amusing.
 - d. The woman criticized the movie was humorous.
 - e. The woman criticized the movie was entertaining.

II. Complete the short dialogues below with the appropriate options.

11. Daughter : I really want to figure out what it is like to work part time.

Father : _____

- a. Could I ask you to give me a full time job?
- b. I'd be very grateful if you'd work full time.
- c. Would you mind giving me a job, please?
- d. I'd be very grateful if you'd allow me to work.
- e. Would you be so kind as to get me a part time job?

12. Teacher : Adib, it has been your second time you come late.

Adib : I am really sorry, Ma'am _____

- a. I promise I will never come late to the class.
- b. You can keep my promise, Ma'am.
- c. I promise I didn't do it.
- d. I promise you to come later.
- e. Promise me you will come earlier.

13. Ayu : Look what you have done to this book! It's torn. How could it be?

Denias : _____ . I didn't do that.

- a. Are you accusing me of stealing the book?
- b. I should bring the accused here.
- c. Are you accusing me of tearing the book?
- d. I know who did that.
- e. I have no idea who did that.

14. Virga : What do you think of the regulation to wear a standard helmet?
Andy : _____ . The regulation is made for safety.
- I strongly disagree with the regulation.
 - I'm standing in a position to support the regulation.
 - I'm in opposition to the regulation.
 - That might be true, but I disagree with that.
 - I should say that I disagree with that.
15. Virga : Adib, I'm sorry I can't come to your party.
Adib : Come on, Virga! _____ . The party is not going to be fun without you.
- How can I persuade you to come?
 - What time will you come to my party?
 - I will not try to persuade you to come.
 - I am sure you will come.
 - How should I persuade someone to pick you up?

III. Read the texts and choose the best answer to each question based on the alternatives given.

Questions 16 - 19 are based on the following text.

Balancing High School and Part-Time Work

You have to consider a number of factors when deciding whether or not to get a job. The important thing is to arm yourself with as much information as possible, so you can figure out what choice makes the most sense for you.

If you are considering working part-time, schedule a meeting with your school counsellor to discuss this move. Talk to your counsellor about why you want to work and what type of position you're seeking. Simply explaining your goals to someone else can help you make decisions and figure out your priorities.

Schoolwork, including homework and studying for tests, should always be your top priority. "The activities and courses students choose vary considerably, so it's important for young people to keep their individual situations clearly in mind," says Brad MacGowan, director of the Career Centre at Newton North High School in Massachusetts. Further, MacGowan cautions students who do decide to work: "If you are rushing through your assignment or not studying enough for tests because of work, it's time to cut back or quit and find a less time-consuming job." He adds, "Students should always let their employers know what their time limits are." If you are being pressured to work more hours than you can handle, you need to find a new place to work. You also need to make sure that a job won't prevent you from getting enough rest.

Adapted from: <http://www.collegeboard.com>

16. What should a student do first when considering working part time?
- Schedule a meeting with the employer of the job.
 - Discuss with the school counsellor.
 - Schedule a meeting with the school principal.
 - Discuss with your friends.
 - Schedule a meeting and discuss with the class.
17. What does Brad MacGowan do?
- Brad MacGowan is a student who takes part time job.
 - Brad MacGowan is the director of the Career Centre at Newton North High School.
 - Brad MacGowan is the school counsellor of Newton North High School in Massachusetts.
 - Brad MacGowan is the employer of some students at Newton North High School.
 - Brad MacGowan is the principal at Newton North High School in Massachusetts.
18. What does the word “it” in paragraph 3 refer to?
- student
 - individual situation
 - young people
 - to keep to individual situations clearly in mind
 - to keep to individual situations clearly in mind is important.
19. What does Brad MacGowan suggest when students don't have enough time to study?
- Quit and find a less time-consuming job.
 - Talk to the employer.
 - Discuss with the school counsellor.
 - Keep doing both working while studying.
 - Sue the employer for the compensation.

Questions 20 - 23 are based on the following text.

Music and Lyrics Movie Review

Alex Fletcher (Hugh Grant) is a washed-up 80's pop star who's been reduced to working the nostalgia circuit at county fairs and amusement parks. The charismatic and talented musician gets a chance at a comeback when reigning diva Cora Corman (Haley Bennett) invites him to write and record a duet with her, but there's a problem—Alex hasn't written a song in years, he's never written lyrics, and he has to come up with a hit in a matter of days, enter Sophie Fisher (Drew Barrymore), Alex's attractively quirky lady, whose flair for words strikes a chord with the struggling songwriter. On the rebound from a bad relationship, Sophie is reluctant to collaborate with anyone, especially commitment-phobe Alex. As their chemistry heats up at the piano and under it, Alex and Sophie will have to face their fears—and the music—if they want to find the love and success they both deserve.

Casts HUGH GRANT, DREW BARRYMORE, KRISTEN JOHNSTON, JASON ANTOON, BILLY GRIFFITH

Duration 96 minutes

Directed by MARC D. LAWRENCE

Written by MARC D. LAWRENCE

Producer NANCY JUVONEN, BRUCE BERMAN, HAL GABA

Production Company WARNER BROS. PICTURES

Homepage <http://musicandlyrics.warnerbros.com/>

Adapted from: <http://musicandlyrics.warnerbros.com/>

20. What is the function of the review above?
- to amuse the readers
 - to give information to the readers
 - to entertain the readers
 - to persuade the readers
 - to explain to the readers
21. What does the review present?
- the reviewer's assessment
 - the reviewer's speculation
 - the movie's prediction
 - the movie's rating
 - the movie's synopsis
22. What is the genre of the movie based on the review?
- horror
 - action
 - romantic drama
 - comedy
 - thriller
23. What is the word "quirky" (line 7) closest in meaning to?
- pretty
 - good looking
 - beautiful
 - eye-catching
 - odd

Questions 24 - 26 are based on the following text.

Driver distraction has always been a problem. Although many activities can potentially divert driver attention, the cell phone has drawn attention to the issue. The cell phone is a highly noticeable distraction in the car, which makes it any easy target for restriction. It is easy to spot a driver with a hand to the ear and know he/she is distracted by a phone call. It may not be so easy to spot the driver whose mind is elsewhere.

During the next few years, states and researchers will begin to accumulate more information about the implications of mobile phones and other devices on traffic safety. In the interim, as the quantity of phones and other wireless communications devices available on the road continues

to grow, greater constituent concerns, local ordinances, and judicial activity will increasingly challenge lawmakers to address driver distraction as a traffic safety concern. It is likely that cell phones and driving will remain a significant part of their legislative agendas.

Adapted from: <http://www.ncsl.org>

24. According to the text, what is the most distracting activity done by motorists while driving?
- eating while driving
 - using cell phones while driving
 - wiring GPS/TV while driving
 - talking to backseat passengers while driving
 - listening to music while driving
25. What does the word "it" (line 4) mean?
- to use cell phones while driving
 - to spot a driver with a hand to the ear
 - to know he/she is distracted by a cell phone
 - to spot a driver with a hand to the ear and know he/she is distracted
 - to spot the driver whose mind is elsewhere
26. What is the most suitable title given for the reading passage?
- Cell phones and traffic safety.
 - Wireless communication devices continue to grow.
 - Lawmakers should ban the use of cell phones.
 - Challenging lawmakers to address driver distractions.
 - Distractions in driving.

Questions 27 - 30 are based on the following text.

A group of frogs were travelling through the woods, and two of them fell into a deep pit. When the other frogs saw how deep the pit was, they told the two frogs that they were as good as dead. The two frogs ignored the comments and tried to jump up out of the pit with all their might. The other frogs kept telling them to stop, that they were as good as dead. Finally, one of the frogs took heed to what the other frogs were saying and gave up. He fell down and died.

The other frog continued to jump as hard as he could. Once again, the crowd of frogs yelled at him to stop the pain and just die. He jumped even harder and finally made it out. When he got out, the other frogs said, "Did you not hear us?" The frog explained to them that he was deaf. He thought they were encouraging him the entire time.

27. What happened to the two frogs while they were travelling?
- The two frogs could not jump higher than others.
 - The two frogs skipped into a deep pit.
 - The two frogs jumped into a deep pit.
 - The two frogs fell into a deep pit.
 - The two frogs played in a deep pit.
28. What did the other frogs do when the two frogs tried to jump up out of the pit?
- They helped the two frogs.
 - They yelled at the frogs to give up.
 - They ignored the two frogs.
 - They asked for a help from other frogs.
 - They jumped into the deep pit.
29. Why did one frog stop trying and give up?
- because the other frogs kept telling that they were as good as dead
 - because he was tired of jumping
 - because he broke his leg
 - because the pit was too deep
 - because the other frogs kept encouraging him
30. Which is the best lesson suited to the story?
- There is power of life and death in the tongue.
 - Be careful of what you say.
 - Don't judge the book from its cover.
 - Early bird catches the worm.
 - A great talker is a great liar.

IV Listen to the dialogue from a drama and then choose the best answer to each question. Answer the questions on the basis of what is stated or implied by the speakers.

YUUKI : Wait! The earth MOVED under my feet! I think it WAS an earthquake!

1st VILLAGER : Come on, Yuuki! Always thinking the worst.

2nd VILLAGER : We have not had an earthquake in a long time. What makes you think we are going to have one now?

31. The two men do the followings on what the woman said, *except*...
- They think that nothing will happen.
 - They underestimate woman.
 - They take it for granted.
 - They think that the woman is boasting.
 - They think that something will happen.
32. What is the most possible setting for the piece of drama above?
- In the forest.
 - In the sea.
 - In the mountain.
 - In the valley.
 - In the desert .
33. The characters of the drama above are:
- King Adovis and a knight.
 - King Adovis and a maiden.
 - King Adovis and a soldier.
 - King Adovis and a princess.
 - King Adovis and a witch.

V. Complete the missing words with the best option.

The Runner

(Walt Whitman)

*On a flat __(4)__ runs the well-train'd runner;
 He is __(5)__ and sinewy, with __(6)__ legs;
 He is thinly clothed-he leans __(7)__ as he runs,
 With lightly closed __(8)__, and arms partially rais'd.*

- | | | | | |
|-----------------|---------------|------------|-------------|----------------|
| 34. a. rod | b. road | c. load | d. roar | e. crowd |
| 35. a. learn | b. line | c. lend | d. lean | e. lease |
| 36. a. muscular | b. mineral | c. molar | d. macular | e. manual |
| 37. a. for word | b. for wealth | c. forward | d. bowelled | e. for where'd |
| 38. a. fists | b. fish | c. first | d. wits | e. visits |

Donna Donna

(Sita RSD)

*On a waggon bound for __(9)____
 there`s a calf with a mournful eye.
 High above him there`s a swallow
 winging swiftly through the sky.*

(Chorus)

*How the winds are __(10)____,
 they laugh with all their might.*

Laugh and laugh the whole day through,
and half the summer`s night.
Donna, Donna, Donna, Donna; Donna, Donna, Donna, Don.
Donna, Donna, Donna, Donna; Donna, Donna, Donna, Don.

39. On a waggon bound for ___(1)___
- a. market
 - b. mullet
 - c. mallet
 - d. marking
 - e. morning
40. High above him there`s a ___(2)___,
- a. loving
 - b. larking
 - c. laughing
 - d. lacking
 - e. loading

VI. Read the texts and then choose the best answer to each question.

Questions 41 - 43 are based on the following text.

Ghost Camp: A Goosebumps Novel

The story is told by Harry Altman. Harry, along with his brother Alex, go to a summer camp called Camp Spirit Moon. And then, the horror begins.

The kids at Camp Spirit Moon are weird. They play these terrible tricks, and they look like they would hurt, but somehow it doesn't affect them! The first "trick" is when Lucy, a camper, sticks her hand in a fire to pick up a hot dog. The next trick is a boy gets a ten-foot pole stuck in his foot, and feels nothing! Finally, a girl's HEAD falls off!

Lucy wants to get alone with Harry. Harry suspects that they are just friends, and Lucy wants to talk. Lucy tells Harry the TRUTH of Camp Spirit Moon: They are all dead! Everyone is a ghost. And Harry and Alex are the only people alive. Lucy then tells Harry she needs to get away, and that she needs to take over his body. Harry refuses, and fights off Lucy and wins. Harry soon finds out Elvis, Alex's best friend, attempted to do the same thing to Alex. As the book ends, the ghosts are fighting for Harry's soul.

Adapted from: <http://wikipedia.com>

41. How does the story begin?
- a. Harry and Alex are searching Camp Spirit Moon.
 - b. Harry and Alex plan to go camping in Camp Spirit Moon.
 - c. It begins with Harry and Alex which go to a summer camp.
 - d. It begins with Harry and Alex Find dead body in Camp Spirit Moon.
 - e. It begins with Harry and Alex meet Lucy.

42. How do Harry and Alex begin noticing something strange in the camp?
- They see Lucy take a bake-hot dog from the fire with bare hand.
 - They find some kids play a very dangerous trick and don't get hurt.
 - They see a head falls of.
 - They find a boy hurting himself with a stick but he doesn't get hurt.
 - They play a dangerous game.
43. What does Lucy want from Harry?
- Lucy wants to be Harry's girl friend.
 - Lucy wants to die.
 - Lucy wants to sit with Harry.
 - Lucy wants Harry's soul to get.
 - Lucy wants Harry to refuse her.

Questions 44 - 45 are based on the following text.

Golden Globe

2000 Sam Mendes, *American Beauty*
 2001 Ang Lee, *Crouching Tiger, Hidden Dragon*
 2002 Robert Altman, *Gosford Park*
 2003 Martin Scorsese, *Gangs of New York*
 2004 Peter Jackson, *The Lord of the Rings: The Return of the King*
 2005 Clint Eastwood, *Million Dollar Baby*
 2006 Ang Lee, *Brokeback Mountain*
 2007 Martin Scorsese, *The Departed*

Oscar (Academy Awards)

2000 *Gladiator* Steven Soderbergh, *Traffic*
 2001 *A Beautiful Mind* Ron Howard, *A Beautiful Mind*
 2002 *Chicago* Roman Polanski, *The Pianist*
 2003 *The Lord of the Rings: The Return of the King* Peter Jackson, *The Lord of the Rings: The Return of the King*
 2004 *Million Dollar Baby* Clint Eastwood, *Million Dollar Baby*
 2005 *Crash* Ang Lee, *Brokeback Mountain*
 2006 *The Departed* Martin Scorsese, *The Departed*

44. What was the film that won the Academy awards in 2001?
- The Pianist
 - Saving Private Ryan
 - The Departed
 - A Beautiful Mind
 - Braveheart
45. When does Titanic win the double awards?
- In 2000 and 2001
 - In 1997 and 1998
 - In 1995 and 1996
 - In 2006 and 2007
 - In 2007 and 2008

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<http://www.mooncostumes.com>
<http://www.mostoriginal.com>
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LISTENING SCRIPT

UNIT I GECKO HAD COME TO LODGE A COMPLAINT.

Task 3

The Lion and the Mouse

A small mouse crept up to a sleeping lion. The mouse admired the lion's ears, his long whiskers and his great mane.

"Since he's sleeping," thought the mouse, "he'll never suspect I'm here!"

With that, the little mouse climbed up onto the lion's tail, ran across its back, slid down its leg and jumped off of its paw. The lion awoke and quickly caught the mouse between its claws.

"Please," said the mouse, "let me go and I'll come back and help you someday."

The lion laughed, "You are so small! How could ever help me?"

The lion laughed so hard he had to hold his belly! The mouse jumped to freedom and ran until she was far, far away.

The next day, two hunters came to the jungle. They went to the lion's lair. They set a huge rope snare. When the lion came home that night, he stepped into the trap.

He roared! He wept! But he couldn't pull himself free.

The mouse heard the lion's pitiful roar and came back to help him.

The mouse eyed the trap and noticed the one thick rope that held it together. She began nibbling and nibbling until the rope broke. The lion was able to shake off the other ropes that held him tight. He stood up free again!

The lion turned to the mouse and said, "Dear friend, I was foolish to ridicule you for being small. You helped me by saving my life after all!"

<http://www.storyarts.org/library/aesops/stories/lion.html>

Task 4

Anita is in the school library. Anita complains to the librarian about the conditions of the books that she is going to borrow.

Anita : Excuse me, Ma'am. Can you do anything about the cover of this book? It's torn.

Librarian : Oh, sure. I'll mend it.

Anita : I'm afraid that this one also needs mending. I'm afraid we'll lose some pages if we don't bind it again.

- Librarian : Yes, I think it should be mended also. But I'm afraid that you won't be able to borrow this book today. It takes time to bind. What about tomorrow?
- Anita : Hmm, all right. Thank you, anyway.
- Librarian : You're welcome. By the way, don't you want to borrow another book?
- Anita : I don't think so. I only need that book at present.
- Librarian : Okay then. I'm sorry for the inconvenience.
- Anita : Not at all.

UNIT II IS IT TRUE THAT POVERTY IS CAUSED BY UNEMPLOYMENT?

Task 3

Ladies and gentlemen, on this occasion I would like to explain the definition of poverty and the conditions that may lead to poverty.

Well, poverty is deprivation of those things that determine the quality of life, including food, clothing, shelter and safe drinking water, but also such "intangibles" as the opportunity to learn and to enjoy the respect of fellow citizens. Many different factors have been cited to explain why poverty occurs. I'd like to mention some of the possible factors.

First is erosion. Intensive farming often leads to a vicious cycle of exhaustion of soil fertility and decline of agricultural yields and thence increased poverty.

Second are desertification and overgrazing. Approximately 40% of the world's agricultural land is seriously degraded.

Third are geographic factors, for example the limited access to fertile land, fresh water, minerals, energy, and other natural resources.

Well, ladies and gentlemen, poverty is terrible thing that should be overcome.

Adapted from: Wikipedia free encyclopaedia last update-190408

Task 4

Adib and Ayu have just finished doing their homework at Ayu's house. Now they are watching the news on TV.

- Adib : Oh God! What a miserable fact!
- Ayu : I can't believe it. I never thought that there are still many beggars in Indonesia.
- Adib : Poverty is one of our country's main problems at present. The unemployment rate is very high. No wonder there are everywhere.
- Ayu : I wonder why the government is slow in solving this problem.

- Adib : It's a complex problem. The government has made a lot of efforts to lower the unemployment rate. Jobs are created and many kinds of training are conducted.
- Ayu : How about villagers? Their condition could be worse.
- Adib : Well, many villagers are very poor, but many people living in the city are also starving.
- Ayu : Yes, I agree with you.
- Adib : Perhaps the authority should put this poverty problem the priority of the development.
- Ayu : Yes, I think so

UNIT III LANGUAGE IS A MEANS OF COMMUNICATION.

Task 2

Extinct Language

An extinct language is a language which no longer has any native speakers, in contrast to a dead language, which is a language which has stopped changing in grammar and vocabulary. Normally this conversion to an extinct language occurs when a language undergoes language death while being directly replaced by a different one. For example, Coptic, which was replaced by Arabic, and many Native American languages, which were replaced by English, French, Spanish, or Portuguese.

Language extinction also occurs when a language undergoes rapid evolution or assimilation until it eventually gives birth to an offspring, i.e., a dissimilar language or family of languages. Such is the case with Latin; an extinct language which serves as the parent of the modern Romance languages. Likewise Sanskrit is the parent of the modern Indian languages and Old English is the parent of Modern English.

In some cases, an extinct language remains in use for scientific, legal, or ecclesiastical functions. Sanskrit, Latin, Ancient Greek, Old Church Slavonic, Avestan, Coptic, Old Tibetan and Ge'ez are among the many extinct languages used as sacred languages.

Adapted from: Wikipedia free encyclopaedia

Task 3

Andi and Retno meet at the school gate. They have a conversation along the way to the classroom.

- Andi : Hi, good morning.
- Retno : Morning Andi. Do you know that I will submit my project today? Do you have a minute to read it?
- Andi : Sure. Well, ... it's really good. But wait a minute, there is something wrong here. You have no consistency in your English. Do you mean to use British or American English?

- Retno : Really? Let me see. Oh, you're right.
- Andi : You must be consistent.
- Andi : Yes, but my knowledge of the differences between American and British English is very limited. In addition, the spelling program in my computer is out of work.
- Andi : Anyway, to revise your project, you have to decide whether you use British or American English. I propose that you write it in British English.
- Retno : You're right friend. I'll use British English. Would you help me?
- Andi : Okay.
- Retno : Andi, could you show me the mistakes here in my project? I'll make some notes. How about underlining the mistakes?
- Andi : Fine, let me do it.
- Retno : Oh it's many. Can you show me one of the mistakes?
- Andi : Let me show you one. The word "traveled" here should be with double l if you use British English.
- Retno : I see. I'll revise it as soon as possible. Thanks, Andi.
- Andi : You're welcome.

UNIT IV SHOULD STUDENTS BE ALLOWED TO TAKE PART TIME JOBS?

Task 3

- Anita : Hey Denias, I've got something to tell you.
- Denias : What is it about? Tell me then.
- Anita : I've been thinking to take a part time job, and I found a perfect job for me advertised in the newspaper yesterday.
- Denias : Are you crazy? You must be joking! Anita, are you sure doing this? Have you considered all the consequences?
- Anita : Sure I have. Listen to me, Denias. I strongly believe that taking a part time job helps me learn about responsibility, time management, and improving my interpersonal communication skills.
- Denias : Well, those might be true, but I'm standing in a position that you may not perform your best on both your study and work. You should think about lack of sleep, insufficient time to focus on schoolwork, and conflicts with extracurricular activities.
- Anita : Get real, Denias. It's not only me, a student who works part time. Many students succeed maintaining good grade at school while working.
- Denias : You're right. However, some other students fail to perform the best on schoolwork.
- Anita : Yeah, I know, Denias. Just wish me luck.
- Denias : Sure, I do wish you the best of luck.

Task 8

My dear students, taking a part time job while studying is surely a great challenge. However, you must remember that school should always come first. Schoolwork, including homework and studying for tests, should always be your top priority. Also consider that taking part time job means that you will have less time for extracurricular activities you choose at school. These are all issues you have to think about when you are considering working part-time.

However, for students who have committed working part time, you should always let your employers know what your time limits are. If you are rushing through your assignment or not studying enough for tests because of work, it's time to cut back or quit and find a less time-consuming job. If you are being pressured to work more hours than you can handle, you need to find a new place to work. You also need to make sure that a job won't prevent you from getting enough rest. I would guarantee that students who show up for school tired are not alert and therefore are not learning all they can.

Adapted from: <http://www.collegeboard.com>

Task 9

- Anita : Dad, look at this job vacancy! It's a part time job for students of Senior High. Hmm, I think it's worth doing.
- Father : What are you talking about, sweet heart. Don't tell say that you're interested in taking part time job!
- Anita : Oh, come on Dad, would you allow me to take a part time job, please.
- Father : No, dear. I wouldn't let you get a job before you finish your study. Your job is to be a student.
- Anita : But, Dad, I'd be very grateful if you'd just let me take the part time job.
- Father : Oh, dear, don't you realize that you have everything paid for by your parents. You don't have to earn money.
- Anita : Yeah, I know Dad. But it's not about making money! By taking a part time job, I could gain some work experience, moreover, this job is related to my study. I'm sure it will help me in the future.
- Father : Yeah, I understand and I know it's a good job. But how can you manage your time?
- Anita : I promise to manage my time well. Schoolwork, including homework and studying for tests, should always be my top priority!
- Father : Are you sure you can do that?
- Anita : I am sure I can. That's a promise, Dad. So, would you allow me to take this opportunity?
- Father : _____

Task 14

Although working and going to school is challenging, it can be a rewarding experience if you use some foresight. If you do decide to take on a part-time job, check out the tips below on how to handle the situation and make the most of your time:

- To avoid time conflicts, try to plan your class and work schedules as far ahead of time as possible.
- Use your time efficiently You can use 10 minutes waiting in a line to go over a few pages of assigned reading.
- Be flexible and willing to make sacrifices You may have to cut down on some things you'd like to do because of your school and work commitments.
- Start slowly. Don't commit working a lot of hours immediately.
- If you commute to your job on public transportation, bring your schoolwork with you so you can work along the way.
- Get in touch with your school counsellor if you feel you would benefit from discussing your situation with someone who can help.
- Schedule relaxation time. Everyone needs some downtime to be happy.

Adapted from: <http://www.collegeboard.com>

UNIT V THE PENALTY SHOULD BE INCREASED.

Task 3

Retno : Adib, have you heard the news?

Adib : No, I woke up late this morning. What is it about?

Retno : "Flying Air" plane overran the runway and caught fire.

Adib : What? Another plane crash? Oh my God! Imagine, there have been more than three plane crashes occurred in the past three years! Then do you know what caused the crash?

Retno : The police accused one of the passengers of using cell phone on the flight. It disturbed the navigation system which then made the plane crashed.

Adib : Well, a good passenger should have known that using cell phone during the flight is forbidden.

Retno : You're right. And finally that careless passenger admitted using the cell phone on the flight.

Adib : Then, how many passengers were hurt / injured?

Retno : It was reported that none of the passengers were hurt in the plane crash.

Task 6

After passing above clouds or turbulence, the Captain will turn off the Fasten Seat Belt sign, but usually, the aircraft is still climbing to its cruising altitude. The flight attendants will then invite the passengers to release their seat belts if needed.

“Ladies and gentlemen, the Captain has turned off the Fasten Seat Belt sign, and you may now move around the cabin. However, we always recommend to keep your seat belt fastened while you’re seated. You may now turn on your electronic devices such as calculators, CD players and laptop computers. In a few moments, the flight attendants will be passing around the cabin to offer you hot or cold drinks, as well as breakfast/dinner/supper/a light meal/a snack. Now, sit back, relax, and enjoy the flight. Thank you.”

Adapted from: <http://www.airodyssey.com>

Task 8

- Retno : Yesterday was my bad day!
- Adib : What has happened?
- Retno : A police officer pulled me over on my way home!
- Adib : Did you commit traffic offences?
- Retno : No, I didn't!
- Adib : Then, what was the problem?
- Retno : I didn't wear a standard helmet! And I was charged a-Rp50.000,00 fine!
- Adib : Well, it serves you right! I've told you a thousand times.
- Retno : Yeah, I was wrong, but why should the penalty be fine?
- Adib : Of course, if it's only a warning, people will simply ignore that! So the penalty is increased.
- Retno : But, take a look at me now! I'm penniless.
- Adib : You wouldn't have said that if you had bought the helmet soon after the policy was issued!
- Retno : Yeah, you're right!
- Adib : So, what are you going to do?
- Retno : Well, now I fully intend to buy a standard helmet. I'm buying the helmet tomorrow.
- Adib : Okay. It sounds good.

Task 11

1. I didn't commit traffic offenses.
2. I didn't commit traffic offenses.
3. I didn't commit traffic offenses.
4. I didn't commit traffic offenses.

Task 13

Choosing a Helmet

Here's the best way to try on your helmet:

- Hold it by the chin straps.
- Put your thumbs on the inside of the straps, balancing the helmet with your fingertips.
- Spread the sides of the helmet apart slightly and slip it down over your head.
- The helmet should fit snugly and may even feel a bit too tight until it's in place correctly.
- Once the helmet is on your head, make a few other checks of its fit, before fastening the chin strap.
- With the helmet still on and securely fastened, move it from side to side and up and down with your hands.
- Now, with the chin strap still securely fastened and your head straight, try rolling the helmet forward off your head. You shouldn't be able to pull it off. If you can the helmet is too big.
- Take off the helmet. Does your head feel sore anywhere. Are there any red spots on your forehead? If so, choose the next larger size or try a different brand of helmet.

Adapted from: Motorcyclist Magazine, February 1991

UNIT VI | I AM VERY HONOURED TO DELIVER THIS SPEECH.

Task 4

“Responsible Practices for Sharing Avian Influenza Viruses”

A Speech by: H.E. Dr. Susilo Bambang Yudhoyono

Assalamu'alikum wr. wb. Good Morning,

The Excellencies Ministers, Ambassador, Member of Parliament, and Distinguished Participant.

Ladies and Gentlemen

I am very honoured to stand before you all to deliver a speech concerning our current public security issues about bird flu.

Let me begin by giving you a very warm welcome along with hope that this important meeting will result with success.

Nothing is more worrying for us today than the spectre of avian flu pandemic. To date, avian influenza has infected 281 people, including 68 Indonesians.

A flu pandemic will continue to spread, infect and kill until it has no more human flesh to live on. Millions of people around the world could die a tragic death from the pandemic. It is quiet clear therefore that the avian flu is everybody's problem. We have been alarmed that the virus has suddenly crossed the species barrier and H5N1 human cases have been found in many parts of the world.

It is therefore our duty to work together to ensure that a pandemic does not happen in our time. And it is our responsibility to ensure that all the nations of the world are prepared to prevent and fight it. This is everybody's business, because if one is at risk, all is at risk.

We are very grateful that you have answered our call to address the important issues concerning the international cooperation on sharing avian flu viruses.

Ladies and gentlemen,

I hope that this Meeting will result in constructive discussions on an issue that is at the heart of our national security.

Finally, by saying “Bismillahirrahmanirrahim”, I now take great pleasure to declare this High-Level Meeting open.

Thank you very much.

Wassalamu'alaikum wr. wb.

Adapted from: <http://www.presidenri.go.id>

Task 7

Ladies and Gentlemen,

Good morning.

First of all, I'd like to thank the organizer and the audience for inviting me here today. My name is Virga. I am from Health Department. I'm going to tell you about Bird Flu. My talk is about Avian Influenza (Bird Flu) and Avian Influenza A (H5N1) Virus.

I Have Divided Our Talk Into two Parts. They Are: Avian Influenza In Birds and Avian Influenza A (H5N1) Virus.

Let's have a look at the flow chart on the spread of the bird flu virus to the human.

Let me now turn to the first part, Avian Influenza in birds. Avian influenza is an infection caused by bird flu viruses. These viruses occur naturally among birds. Wild birds worldwide carry the viruses in their intestines, but usually do not get sick from them. However, avian influenza can easily kill chickens, ducks, etc. They may be infected with avian influenza virus through direct contact with infected waterfowl or contaminated surfaces.

Ok, let's move to the next part. "H5N1 virus" is influenza A virus subtype that occurs in birds. It is highly infectious among birds and can be deadly to them. H5N1 virus does not usually infect people, but the infections have occurred in humans. The most cases have resulted from people having direct contact with H5N1 infected poultry or H5N1contaminated surfaces.

The thing to remember is that we must keep our body clean and healthy especially with birds.

Let me try to conclude the presentation today. Waterfowl can carry H5N1 with few effects. Yet, when the virus is infected to chickens, it can be deadly. The virus can pass to human who are in close contact with infected birds.

Let me finish here. I thank you so much for the attention.

Good morning.

Adapted from: <http://www.who.int>

UNIT VII THE MOTION FOR TODAY'S DEBATE IS THAT SMOKING IN PUBLIC PLACES SHOULD BE BANNED.

Task 6

Moderator: Good morning, Ladies and Gentlemen. Welcome to the debate contest in the hall of SMA 6 Yogyakarta. The motion for today is the house believes that smoking in public places should be banned. We have two teams; they are the affirmative to represent the government and the negative to represent the opposition. From the affirmative team, we have Miss Reni Virga, Mr Deny, and Miss Yuli Ayu. While in the negative team, we have Miss Anita, Mr Andi, and Miss Retno.

Ladies and gentlemen, let the debate begin.

Now, I invite the first speaker from the affirmative team. Please welcome, Miss Virga.

Virga: Good morning. Nowadays, many people have realized the negative effects from smoking cigarette. The current problem is that there is still a possible danger from smoke since smokers can light cigar everywhere. Therefore, this situation leads to the need for a better regulation for smokers. The motion is the house believes that smoking in public places should be banned. The definition is that people are not allowed to smoke any cigar in public places such as in the bars, companies, etc. Our team line is that smoking in public places is very harmful not only for the smokers themselves but also for the people nearby.

Here's our team split. As the first speaker, I will tell you the impact of smoking for people nearby, the second speaker will examine smoking as a social activity in public places, and the third speaker will sum up the case.

Let me begin my argument. Smoking does not just harm the smoker; it also harms people nearby, or so-called passive smokers. Smokers choose to smoke, but people nearby do not choose to smoke passively. Some countries like South Africa, New Zealand, Italy and the Republic of Ireland has already banned smoking in enclosed public places. Therefore, it is very urgent to ban smoking in public places to protect Indonesian people.

Moderator: Now, I invite the first speaker from the negative team. Please welcome, Miss Anita.

Anita: The team line for the negative is that smoking in public places will not be that harmful as long as people are aware to take care of themselves.

Here's our team split. The first speaker will tell you some adults' accepted view of smoking. The second speaker will examine the impact of

banning smoking for bars, clubs, etc, and the third will try to conclude the case.

Let me present my rebuttal. Passive smokers do choose to breathe in other people's smoke. If they do not want to smoke passively, easily they do not need to go to places where smoking is allowed.

Some people are quite happy to work in smoky places. In any case, workers should be allowed to choose to work in dangerous conditions. This is accepted for jobs like mining, fishing and the armed forces. There is a risk of an exposed danger from those kinds of works. Individuals decide that they are better doing this work than not having a job at all. A complete ban is not necessary to protect workers anyway; ventilation fans can remove most smoke.

Moderator: I invite the second speaker from the affirmative team. Please welcome, Mr Deny.

Deny: In most countries, safety standards do not allow workers to be exposed to unnecessary danger, even if they agree. Workers should not be exposed to other people's smoke, since they may not have made a free choice to do so. That's my rebuttal.

A ban would encourage smokers to smoke less or give up. If smoking was banned in public places, it would no longer be a social activity. One third of smokers in Scotland said the ban was helping them to cut down. If smoking was a less social activity, fewer people would start smoking. In many countries, governments pay all or some of the cost of treating smoking-related diseases. This means that governments should have a right to discourage smoking.

Moderator: I invite the second speaker from the negative team. Please welcome, Mr Andy.

Andy: It is legal to smoke tobacco, so governments have no right to try to make people stop. Smokers fund their own healthcare through the high taxes they pay on tobacco.

A ban on smoking in public places would drive many bars, pubs and clubs out of business. Smokers would not go to these places. These businesses would also earn less money from selling tobacco. In many places, pubs and Working Men's Clubs are important social places for communities. They also provide jobs for people with few skills in places with little other work. It is therefore important that they survive. After a ban was introduced in New South Wales (Australia), there is a 9%-drop reported in trade of restaurants.

Moderator: I invite the third speaker from the affirmative team. Please welcome, Miss Ayu.

Ayu: It is more important to protect people's health than to protect businesses. Pubs and clubs should adapt, for example by trying to earn more money from selling food.

We agree that smokers have the right to smoke, however non-smokers have the right to breathe in unpolluted fresh air as well. It is also unnecessary for people to work; while in some extent they are exposed to unnecessary danger like smoke from smokers.

That's why it is important to soon ban smoking from public.

Moderator: I invite the third speaker from the negative team. Please welcome, Miss Retno.

Retno: If enough people want to go to non-smoking bars, companies will set up non-smoking bars. If there are no non-smoking bars, this suggests that very few people want them.

In fact, some people don't mind to be or stay with smokers. They also realize the smoke may harm them, since it is acceptable for people to work in dangerous condition. It is also unfair to turn working men in bars into jobless since no smokers will drop by.

Therefore, there is no need to ban smoking in public places.

Moderator: I invite the reply speaker from the negative team. Please welcome, Miss Retno.

Ayu: Some people don't really mind to be in smoky places and breathe in. It is also an accepted view among adults to smoke although it is harmful to bodies to some extent. Banning people will turn out some business and many workers will turn into jobless.

It is ridiculous for the government to claim the right to discourage smoking for the funds spent on treating smoking-related diseases, since the smokers also pay for the high taxes from cigarette.

Moderator: I invite the reply speaker from the affirmative team. Please welcome, Miss Retno.

Retno: The proposition that government should ban smoking in public places is making any sense. The reasons are smoking is harmful not only for smokers but also people nearby and workers are also not allowed to be exposed to unnecessary danger such as smoke.

It is far more worthy to use the government's fund to other sectors than to treat smoking related-diseases. That's why the house should ban smoking in public places.

Moderator: Ladies and Gentlemen. It is time for the adjudicators to make a discussion and then, after a while, decide the winner of the debate.

Adapted from: <http://idebate.org>

UNIT REVIEW 1

1. Woman: Waiter! Something must be done about this soup. I see a little tiny black living thing swimming in my soup!
Man: We do apologize, Ma'am. I'll bring you another bowl. Please wait for a moment.
Narrator: What will the man probably do then?

2. Woman: I think you're the one to blame for my broken glasses. You stepped on them.
Man: Who let them lie on the floor?
Narrator: What does the man imply?

3. Man: Can you tell me about unemployment? What is it actually?
Woman: I wish I knew more about it.
Narrator: What does the woman imply?

4. Woman: Would there be any possibility to stop poverty?
Man: Perhaps.
Narrator: What does the man mean?

5. Man : I am really, really bored. I should have something to do.
Woman: Why don't we rent movies?
Narrator: What does the woman mean?

6. Woman: So, how should I begin writing an essay?
Man : Well, first of all, you must select the topic and then write the draft.
Narrator: What is the man doing?

7. Man : Do you like living in a village or city?
Woman: Well, for one thing, there's no traffic jam in a village which I'm really sick of.
Narrator: What does the woman imply?

8. Woman: Can I have my own car, dad?
Man : Not until you're 20.
Narrator: What does the man mean?
9. Man : Will you promise to study well if I buy you a motorcycle?
Woman: I give you my word, Dad.
Narrator: What does the woman mean?
31. It's a great pleasure to stand before you all to deliver this speech, tonight.
32. Let me express my warmest welcome for you all to this very special occasion.
33. Now, I'd like to turn into the next section of my presentation, namely the impact of climate change towards the harvest time.
34. The House of Representatives believes that man should not marry more than one woman.
35. The House of Representatives believes that children should not be exposed to TV.

UNIT VIII LET ME TELL YOU A STORY ABOUT FAIRIES.

Task 3

- Denias: Virga, are you doing anything tonight?
- Virga: Yeah, I'm planning to rent some movies and spend the night watching them.
- Denias: Well, it sounds good. But, actually I've got 2 tickets to watch a play tonight at 7 p.m. at city hall. I wonder if you're interested to go with me.
- Virga: A play? Tonight? Are you sure? Isn't it supposed to be on Thursday?
- Denias: No, it's playing on Friday, tonight! You must have got the wrong information. The play is entitled *The Fairies' Cake*. It's adapted from a fairytale.
- Virga: Well, it sounds really interesting, but you're a bit too late. I've rented the movies.
- Denias: Oow, come on Virga. You can always watch them next time, while the play is only played tonight! You're not going to let me down, are you?
- Virga: But I have to return the movies on time, unless I'll be fined.
- Denias: Wait a minute, when did you rent the movie? Remember that if you rent more than 5 movies, you'll get a day extra.
- Virga: I rented them today, Friday 18th. So ...ehm...I have to return them on Sunday 20th.
- Denias: So?
- Virga: All right then!
- Denias : Okay, I'm sure you'd enjoy the play more!

Task 7

- Virga: Denias, you told me that the play is adapted from a fairy tale. Have you heard or read the story? The title sounds so interesting
- Denias: Yeah, I have ever heard the story told by my English teacher.
- Virga: Won't you tell me the story, please.

- Denias: Hey, it's not going to be interesting if you know the story!
- Virga: Ow, come on Denias. How can I persuade you to tell me a bit about the story?
- Denias: Trust me! It's not going to be surprising if I let you know the story!
- Virga: But, in fact, you knew the story before. I think it would be a pity if we didn't know the story first.
- Denias: Virga, I just happened to know the story, and I think you'll enjoy watching the play without knowing the story more.
- Virga: All right, maybe you're right.

Task 8

Two years ago, I was living with my husband and 3 children in the Middle East. My family was not religious and my own Spiritual belief had only been ignited a few weeks earlier and I had not yet got comfortable enough with the thoughts and words to share it with my family. My two boys were out playing with two friends within our walled housing compound, when one of their friends was run over and killed by a reversing truck. The horror and pain of this event was and is indescribable. That night, I lay down with each of my boys and stroked them and talked to them while they cried and fell asleep. The smaller of the two, who was aged 7 at the time, turned to me when his sobs had subsided a little and he said, Mom, what are shoulder **fairies**? I looked at him, surprised and eventually, I asked him if he had seen shoulder **fairies** (we had never spoken about angels). He told me that he had seen two shoulder fairies on his friends' shoulders, and watched them float upwards.

He still remembers them today.

By Liz & Mike Waddell

Taken from <http://www.heavenlyideas.com>

Task 10

- Virga: We had a good time, didn't we? It was a great play!
- Denias: You're right! Anyway, which part of the play did you like most?
- Virga: In the part when Lucy finally regretted for not making the cake for the fairies. What do you think the best part of the play was?
- Denias: Ehm, I think the best part was when Lucy tried to prevent the fairies from turning her into a tree.
- Virga: Ow, yeah. She did anything to prevent the spell from happening.
- Denias: Well, every part of the play was so amusing!
- Virga: You can say that again!

Task 14

Once upon a time in the middle of a thick forest lived a pretty little girl known as Little Red Riding Hood. One day, she was sent by her Mummy to visit her ill Grandma. "Take her this basket of cakes, but be very careful. Keep to the path through the wood and don't ever stop."

However, the little girl was soon to forget her mother's wise words. She stopped to pick strawberry, cease butterfly, and pick a bunch of flower. In the meantime, two wicked eyes were spying on her from behind a tree.

As she reached the path again, the sound of a gruff voice said: "Where are you going, my pretty girl, all alone in the woods?"

"I'm taking Grandmasome cakes. She lives at the end of the path," said Little Riding Hood. When he heard this, the wolf politely asked: "Does Grandma live by herself?" "Oh, yes," she replied, "and she never opens the door to strangers!" "Goodbye. Perhaps we'll meet again," replied the wolf. Then he was thinking to himself "I'll gobble the grandmother first, and then lie in wait for the grandchild!"

Knock! Knock! The wolf knocked on the door.

"Who's there?" cried Grandma from her bed.

"It's me, Little Red Riding Hood. I've brought you some cakes because you're ill," replied the wolf, trying hard to hide his gruff voice.

Lift the latch and come in," said Grandma, unaware of anything wrong, till a horrible shadow appeared on the wall. Poor Grandma!

In a single mouthful, the wolf swallowed the old lady.

Soon after, Little Red Riding Hood tapped on the door. "Grandma, can I come in?" she called.

Now, the wolf had put on the old lady's shawl and cap and slipped into the bed. Trying to imitate Grandma's little voice, he replied: "Open the latch and come in!

Jumping out of bed, the mean wolf swallowed her up too. Then, with a fat full tummy, he fell asleep.

In the meantime, there was a hunter who had spent a lot of time trying to catch a large wolf but had lost its tracks. "I must prevent the wolf from terrorizing the neighbourhood." Noticing the cottage, he decided to stop and ask for a drink. He could hear a strange whistling sound coming from inside the cottage. He peered through the window and saw the large wolf, with a fat full tummy, snoring away in Grandma's bed. Without making a sound, the hunter carefully loaded his gun and pointed the barrel straight at the wolf's head and BANG! The wolf was dead.

He cut open the wolf's stomach and to his amazement, out popped Grandma and Little Red Riding Hood, safe and unharmed.

"It's safe to go home now," the hunter told Little Red Riding Hood. "The big bad wolf is dead and gone". Much later, Little Red Riding Hood's mother arrived. And when she saw Little Red Riding Hood, safe and sound, she burst into tears of joy. "I finally regretted for ignoring your advice, Mom," Little Red Riding Hood told her Mommy.

Adapted from: <http://ivyjoy.com/fables>

UNIT IX THERE IS DEFINITELY A LOT OF HELPFUL INFORMATION IN THE BOOK.

Task 2

The last Harry Potter book sequel has just been released. Andi and Retno really want to get the book, but they have not got enough money to buy the book.

- Retno : I wish I had enough money to buy the book. I can't wait to find out how the story ends.
- Andi : I also expect the same. Well, my savings are almost enough to buy it. I just need Rp15.000,00 more. I hope I can buy it by the end of this month.
- Retno : Well, lucky you. I won't be able to buy the book till next month.
- Andi : That's okay. You can borrow the book from me when I have finished reading it.
- Retno : Thank you.
- Andi : Hey, I got an idea. Why don't you borrow some money from me to buy the book? I can lend some to you.
- Retno : Yeah, that's a good idea. Next month, I'll return the money to you. I can't wait to complete my collection any longer.
- Andi : Absolutely. I also intend to complete my collection.
- Retno : Great! So, why don't we go to the bookstore now?

Task 4

Retno and Andi are in the bookstore. They meet Virga there. She also wants to buy the book. In fact, they are all Harry Potter's fans!

- Retno : Hey, look. It's Virga, isn't it?
- Andi : Yeah, you're right. Let's greet her.
- Retno : Hi, Virga. Want to buy a book too?
- Virga : Hi, guys. Yes, I'd like to buy the last book of Harry Potter. Harry Potter and the Deathly Hallows.
- Andi : We're here to buy that, too. I don't know that you like it.
- Virga : Well, I must say that I'm number one fan. I really love it.
- Retno : Wow, it's great to meet another fan of Harry Potter. We'll have a lot to discuss.
- Virga : Sure. By the way, *I have every intention of setting up a Harry Potter Fans Club* in our school.

- Andi : Hey, that's a good idea. There must be a lot of them who are Harry Potter fans, too.
- Retno : So what's your idea to start the club?
- Virga : I will propose the idea to the Students' Association first.
- Andi : *I do hope that they accept the proposal.*
- Retno : Me too.

Task 5

Harry Potter and the Deathly Hallows is the last book of the Harry Potter series written by the famous novelist J.K. Rowling. The magical world as well as the muggle world are in danger with the reappearance of Voldermort the Dark Lord and so is Harry. As Dumbledore died earlier, Harry is now to seek his protection by his own. Harry, Hermoine and Ron with the aim of finding and destroying the remaining Horcruxes in order to defeat Voldermort, are making their terrific journey facing numerous challenges. They succeed in destroying all of them but one, which they come to know, is Harry himself. Anyhow, Rowling has ended the story by making Harry succeed in this attempt. We can say Rowling has made this book the super climax of the complete story series, because it is in this book, Harry and Voldermort are fighting a battle where we the readers are anxious "who will die? who will live?" Harry's determination, bravery and his friends' support in the battle for life is highlighted in this book. Also, Snape's loyalty to Dumbledore which was in question before, is revealed, providing the curious readers with satisfying facts. Finally in concluding the comment, we can state that the author has given a happy ending to the series, satisfying Harry Potter readers.

<http://www.powells.com/biblio?isbn=9780545010221>

UNIT X CHECK OUT THESE GREAT FRIENDSHIP MOVIES.

Task 3

- Adib : Well, here we are. We'd better hurry decide what movie to watch.
- Retno : Okay, here they go: Die Hard 4; Pulau Hantu; Get Married; Beowulf! Which one do you like, Andy?
- Andy : Not another horror movie, please! It is totally frightening.
- Retno : All right, now we eliminate Pulau Hantu! There are still 3 movies left.
- Adib : Well, I think it's a good idea to watch action movie! What about Die Hard 4?

- Retno : Oh no! Definitely not my type! It's totally horrible!
- Adib : Come on Retno! It's surely cool!
- Retno : What did you say? Cool? Watching people killing and firing gun is cool? What a cruel movie!
- Andy : Okay, guys...no need to argue! Let's make up our mind! Last week we watched animated movie right? So, I bet you are not in the mood for animated movie anymore. Beowulf is out of the list. So why don't we watch Get Married?
- Retno : Good idea!
- Adib : What? No way! I don't think I'll like it. I can't stand drama romantic movie.
- Andy : You'll like it, Adib! Trust me! I've read the movie review in the magazine, and it says that there'll be action scenes in the movie. The review also rates five out of five stars!
- Adib : Really? I think I'm curious. Shall we buy the ticket now?
- Andy and Retno : Right away, guys!

Task 9

- Andy : Well, guys, what do you think about Get Married? It's exactly like what I read in the review.
- Adib : Yeah, Andy. You're right about the action scenes. Though it wasn't really action scene, but the fight was truly great!
- Retno : I must say that the movie was awesome, but the dialogue was sometimes rude. Moreover the scenes of the fight!
- Adib : I think the dialogue and the fight were so natural! It exactly the same as what happen in the real life!
- Andy : Okay, guys. No matter what your opinions about the movie are, you had a good time, didn't you?
- Adib and Retno : Yeah!

Task 11

I Am Legend Review

One man and his dog survive in a near future New York where a manmade virus has killed most of the world's population and transformed others into ravening monsters. Will Smith stars in this latest adaptation of Richard Matheson's classic novel. The movies have given us some classic visions of a world in which human civilisation has been destroyed, and a fair share of them are based on, or inspired by, just one novel: Richard Matheson's 'I Am Legend'.

Although the digital effects have a few ropery moments, they enable director Francis Lawrence and his collaborators to create a chilling vision of a Manhattan populated by only one healthy human.

The post-apocalyptic city is first introduced with a lack of thriving city noises: no cars, no horns, no yelling, just birds.

Adapted from: <http://www.channel4.com>

Task 13

Here is a movie on friendship you can watch with your friends, entitled "Son of Rambow". Rambow is the story of Will (Bill Milner), the eldest son of a fatherless Plymouth Brethren family. Living a sheltered and lonely existence, Will is not allowed to mix with non-Brethren kids, listen to music or watch TV. That is until he crosses paths with the naughty but lovable boy, Lee Carter (Will Poulter). When Will's active imagination is exposed to its bombastic action, his world is changed forever. As Will's imagination goes into overdrive, Son of Rambow features a perfectly-realized 80s period setting. It presents some nostalgic product placement, costumes and make-up, some memory-music and some seriously mobile phones, several scenes of interactive animations.

An ode to friendship, childhood wonderment and the magic of movies, Son of Rambow is a beautiful, sentimental, heart warming, wholly original piece of film-making and a joy to behold.

Friendship is predicted to be the most attention-grabbing theme for movies next year. Meanwhile, movie reviewers are still speculating about how the audience will respond to the change of the theme. In the last few years, audience was influenced by horror movies.

Adapted from <http://www.en.epochtimes.com>

UNIT XI LETS ENJOY DRAMAS, SHORT STORIES, AND NOVELS

Task 3

NARRATOR : This play is *All for a Pansa*. It is a folktale from India. Long ago in India, there lived a merchant who was not at all happy with his only son. His mother always thought the best of him, however, and was continually making excuses for him.

MERCHANT : He just doesn't listen. I don't know how he can be my son.

WIFE : Don't say that. He's our dear child. He just needs some extra attention.

MERCHANT : You give him way too much attention as it is! I don't know how we're ever going to find a wife for him. Let's face it, the boy is lazy.

WIFE : Please, just give him one more chance to prove himself.

MERCHANT : He's already had way too many chances!

WIFE : Just one more, for me. Please? Pretty please?

MERCHANT : All right. But that fool is going to have work for it. He's going to have to think. [SON enters.]

SON : Hello, Father and Mother. How are you today?

MERCHANT : Fine, fine. I have something I want you to do. I will give you one last chance to prove yourself.

SON : What can I do?

MERCHANT : I am going to give you this pansa. I want you to go to the bazaar. With this one pansa, buy something to eat, something to drink, something for the cow to chew on and something to plant in the garden.

SON : What? How do you expect me to do that with only one pansa? That's not fair!

MERCHANT
and WIFE : (with hands on hips) LOTS OF THINGS IN LIFE AREN'T FAIR!

SON : I'll show you, father. I can do it! (to audience) Somehow. [MERCHANT, WIFE and SON exit.] [SON enters with the IRONSMITH'S DAUGHTER carrying a watermelon.]

SON : Here's a watermelon, father. It provides something to eat, something to drink, something for the cow to chew on, and something to plant in the garden.

MERCHANT : So it does. I'm impressed!

WIFE : I knew you could do it, son.

SON : Actually, it was the ironsmith's daughter who had the idea.

MERCHANT : And you don't hog the credit, either. That's two good moves. Young lady, how did you think of such a fine solution?

IRONSMITH'S
DAUGHTER : Well, a watermelon takes care of all your conditions.

MERCHANT : Indeed it does. I am proud of you both. Young lady, I would like to invite your family to my house to celebrate. It seems like our families should get to know one another better.

IRONSMITH'S

DAUGHTER : Thank you. I would like that.

MERCHANT : (to audience) Young people! Just when you're ready to give up on them, they surprise you! And to think I didn't have any idea myself how to solve that riddle!

UNIT XII DO YOU KNOW THE SOUNDTRACK OF TITANIC?

Task 10

My Heart Will Go On

(Celine Dion)

Every night in my dreams
I see you, I feel you,
That is how I know you go on

Far **across** the distance
And **spaces** between us
You have **come to** show you go on

Near, far, **wherever** you are
I believe that the heart **does** go on
Once more you open the door
And you're here in my heart
And my heart will go on and on

Love can **touch** us one time
And last for a **lifetime**
And never let go till we're one

Love was when I loved you
One true time I hold to
In my life we'll always go on

Near, **far** wherever you are
I believe that the **heart** does go on
Once more you open the door
And you're here in my heart
And my heart will go on and on

There is some love that will not go away

You're here, there's nothing I **fear**
And I know that my heart will go on
We'll stay forever this way
You are **safe** in my heart
And my heart will go on and on

UNIT XIII POETRY PART 2

Task 5

Actors Wear a Special Mask

(Robert devisee)

Actors wear a special mask:

One that's most revealing.

When they pretend they're someone else

They hang themselves to dry.

The tears and screams they've made their task

Leave nothing for concealing.

Each wound must bleed again, or else

The audience won't cry.

Task 8

Stopping by Woods on a Snowy Evening

(Robert Frost)

Whose woods these are I think I know.

His house is in the village, though;

He will not see me stopping here

To watch his woods fill up with snow.

My little horse must think it queer

To stop without a farmhouse near

Between the woods and frozen lake

The darkest evening of the year.

He gives his harness bells a shake

To ask if there is some mistake.

The only other sound's the sweep

Of easy wind and downy flake.

The woods are lovely, dark, and deep,

But I have promises to keep,

And miles to go before I sleep,

And miles to go before I sleep.

UNIT REVIEW SEMESTER 2

1. Man : The last time I saw my flash disk was on your table, and now it's missing.
Woman : Are you accusing me of stealing?
Narrator: What does the woman mean?

2. Woman : Oh God, I was so disturbed by the ringing mobile phone on the exam.
Man : I'm sorry it was my fault.
Narrator: What does the man mean?

3. Woman : I plan to buy a standard helmet tomorrow. Will you take me to the store?
Man : Sure, I will.
Narrator: What does the woman imply?

4. Man : Why didn't you come to the party last night?
Woman : I had hoped to go to the party but in the end I couldn't.
Narrator: What does the man imply?

5. Man : Are you doing anything tonight?
Woman : I'm going to the cinema.
Narrator: What does the woman mean?

6. Man : I don't think working while studying is a good idea.
Woman : Oh, it will be a pity if you won't let me try this job.
Narrator: What is the woman doing?

7. Woman : I'm sorry for making so much mess.
Man : Well, you'd better be careful next time.
Narrator: What does the woman imply?

8. Woman : Oh my God, the wind blows hard all day.
Man : I should prevent the children from playing outside.
Narrator: What does the man mean?

9. Woman : The librarian should pay more attention to the maintenance of books in the library.
Man : I also expect the same.
Narrator : What does the man imply?

10. Man : What do you think of the movie?
Woman : I think the jokes were ridiculous!
Narrator : What does the woman mean?

1. For number 31

YUUKI: Wait! The earth **MOVED** under my feet! I think it **WAS** an earthquake!

1st VILLAGER: Come on, Yuuki! Always thinking the worst.

2nd VILLAGER: We have not had an earthquake in a long time. What makes you think we are going to have one now?

2. For number 32 and 33

NARRATOR: *This play is "The Pumpkin in the Jar". It is folktale form the Philippines. This tale begins with King Adovis. While he is out hunting one day, he meets a maiden.*

3. For number 34 – 38

The Runner

(Walt Whitman)

On a flat road runs the well-train'd runner;
He is lean and sinewy, with muscular legs;
He is thinly clothed-he leans forward as he runs,
With lightly closed fists and arms partially rais'd.

4. For number 39 – 40

Donna Donna (OST GIE)

Sita RSD

On a waggon bound for **market**,
there`s a calf with a mournful eye.
High above him there`s a swallow
winging swiftly through the sky.

(Chorus)

How the winds are **laughing**,
they laugh with all their might.
Laugh and laugh the whole day through,
and half the summer`s night.
Donna, Donna, Donna, Donna; Donna, Donna, Donna, Don.
Donna, Donna, Donna, Donna; Donna, Donna, Donna, Don.

ANSWER KEY

Unit Review Semester 1

- | | | | | | |
|-------|-------|-------|-------|-------|-------|
| 1. B | 6. A | 11. E | 16. B | 21. C | 26. C |
| 2. A | 7. B | 12. B | 17. C | 22. E | 27. A |
| 3. E | 8. D | 13. A | 18. B | 23. B | 28. E |
| 4. C | 9. A | 14. D | 19. E | 24. D | 29. A |
| 5. D | 10. C | 15. E | 20. A | 25. A | 30. E |
| 31. B | 36. B | 41. A | | | |
| 32. A | 37. B | | | | |
| 33. C | 38. D | | | | |
| 34. E | 39. C | | | | |
| 35. A | 40. B | | | | |

Unit Review Semester 2

REVIEW 2

- | | | | | | |
|-------|-------|-------|-------|-------|-------|
| 1. C | 6. A | 11. D | 16. B | 21. E | 26. A |
| 2. B | 7. E | 12. A | 17. B | 22. C | 27. D |
| 3. E | 8. B | 13. C | 18. D | 23. E | 28. B |
| 4. D | 9. C | 14. B | 19. A | 24. B | 29. A |
| 5. C | 10. A | 15. B | 20. B | 25. D | 30. A |
| 31. E | 36. A | 41. C | | | |
| 32. A | 37. C | 42. B | | | |
| 33. B | 38. A | 43. D | | | |
| 34. B | 39. A | 44. D | | | |
| 35. D | 40. C | 45. B | | | |

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MINI DICTIONARY

abuse [ə'bjʊ:s] (<i>kkt, kb</i>)	: menyalahgunakan, penyalahgunaan
accustomed [ə'kʌstəmd] (<i>ks</i>)	: terbiasa
acquire [ə'kwaiə] (<i>kkt</i>)	: belajar, memperoleh
act [ækt] (<i>kkt</i>)	: memerankan
action [ˈækʃən] (<i>kb</i>)	: laga/aksi
action [ˈækʃən] (<i>kkt</i>)	: mulai
actor [ˈæktə] (<i>kb</i>)	: aktor/ pemeran pria
actress [ˈæktɹəs] (<i>kb</i>)	: aktris/ pemeran wanita
addicted [ə'dɪktɪd] (<i>ks</i>)	: kecanduan
adjudicators [ə'dʒʊ:dʒɪkətə] (<i>kb</i>)	: dewan juri
adjusted [ə'dʒʌstɪd] (<i>ks</i>)	: terbiasa
admire [əd'maɪə] (<i>kki</i>)	: mengagumi
adverse [ˈædvɜ:s] (<i>ks</i>)	: merugikan
affirmative team [ə'fə:mətɪv ti:m] (<i>kb</i>)	: pihak setuju
afford [ə'fɔ:d] (<i>kkt</i>)	: mampu
animation [æni'meɪʃn] (<i>kb</i>)	: animasi
antagonist [æn'tæɡənɪst] (<i>kb</i>)	: tokoh antagonis
apparatus [æpə'reɪtəs] (<i>kb</i>)	: aparatur
argument [ˈɑ:gju:mənt] (<i>kb</i>)	: pendapat
artist [ˈɑ:tɪst] (<i>kb</i>)	: seniman
ascribe [ə'skraɪb] (<i>kkt</i>)	: berkaitan
assess [ə'ses] (<i>kkt</i>)	: menilai
attempt [ə'tempt] (<i>kkt</i>)	: berusaha
audience [ˈɔ:diəns] (<i>kb</i>)	: hadirin/peserta
auditory imagery [ɔ:di'tɔ:ri] (<i>kb</i>)	: pencitraan yang berhubungan dengan indra pendengaran
average [ˈævərɪdʒ] (<i>kb</i>)	: rata rata
aviation [eɪvɪ'eɪʃn] (<i>kb</i>)	: penerbangan
award [ə'wɔ:d] (<i>kb</i>)	: piala
ban [bæn] (<i>kkt</i>)	: melarang
banter [ˈbæntə] (<i>kb</i>)	: olok-olokan
bar chart [bɑ: tʃɑ:t] (<i>kb</i>)	: diagram batang
barrier [ˈbæriə] (<i>kb</i>)	: penghalang
behold [br'həʊld] (<i>kkt</i>)	: melihat
bench [bentʃ] (<i>kb</i>)	: bangku
bewitch [br' wɪtʃ] (<i>kkt</i>)	: menyihir
bind [baɪnd] (<i>kkt</i>)	: menjilid
blood vessel [blʌd 'vesl] (<i>kb</i>)	: pembuluh darah
board [bɔ:d] (<i>kkt</i>)	: naik
bombastic [bɒmbæstɪk] (<i>ks</i>)	: berlebihan

bookstore ['bʊkstɔː] (kb)	: toko buku
bootleg ['buːtleg] (kb)	: selundupan/ilegal
borne [bɔːn] (kb)	: bawaan
bow [ˈbəʊ] (kki)	: membungkuk
box office ['bɒks ˈɒfɪs] (kb)	: penjualan tiket
break out ['breɪk ˈaʊt] (kki)	: mulai, pecah
brotherhood ['brʌðəhʊd] (kb)	: persaudaraan
buck up ['bʌk ˈʌp] (ks)	: lincih, bersemangat
budget ['bʌdʒɪt] (kkt)	: mengatur
bulb [bʌlb] (kb)	: bola lampu
bully ['bʊli] (kkt)	: mengganggu, mengerjai
cameo role ['kæmiəʊ rəʊl] (ks)	: peran
carrier ['kæriə] (kb)	: sarana transportasi
cartoon [kɑːtuːn] (kb)	: kartun
caught-catch [kɔːt] (kkt)	: tertangkap
caulk ['kɔːzl] (kkt)	: mendempul
celebrity [səˈlebrɪti] (kb)	: selebriti, orang terkenal
character ['kærəktə] (kb)	: tokoh
charge [tʃɑːdʒ] (kb)	: tuntutan, tuduhan
charm [tʃɑːm] (kb)	: jimat
chemical ['kemɪkl] (kb)	: bahan kimia
chore [tʃɔː] (kb)	: pekerjaan, tugas
choreographer [kɔːrɪˈɒgrəfə] (kb)	: penata tari
cinema ['sɪnəmə] (kb)	: bioskop
citizen ['sɪtɪzən] (kb)	: warga negara
climate ['klaɪmət] (kb)	: iklim
collection [kəˈleɪʃən] (kb)	: koleksi
comedy ['kɒmədi] (kb)	: komedi/lucu
commit [kəˈmɪt] (kkt)	: berbuat, melakukan
commute [kəˈmjʊːt] (kki)	: pulang pergi kerja
compare [kəmˈpeə] (kki)	: membandingkan
cone [kəʊn] (kb)	: buah pohon cemara
confidante ['kɒnfɪdənti] (kb)	: wanita kepercayaan
confident ['kɒnfɪdənt] (ks)	: percaya diri
conflict [kənˈflɪkt] (kb)	: pertentangan
consequence ['kɒnsɪkwəns] (kb)	: konsekuensi
consternation [kɒnstəˈneɪʃn] (kb)	: kekhawatiran besar
constructive [kənˈstrʌktɪv] (ks)	: membangun
core [kɔː] (kb)	: inti
corruption [kəˈrʌpʃn] (kb)	: korupsi
cottage ['kɒtɪdʒ] (kb)	: pondok
counselor ['kaʊnsələ] (kb)	: penasihat
courtier ['kɔːtjə] (kb)	: anggota istana
crack-cracked [krækt] (kb)	: retak
cranky ['kræŋki] (ks)	: cepat marah/ tersinggung
crash [kræʃ] (kb)	: tabrakan

creativity [kri'eɪ'tɪvɪti] (kb)	: kreativitas, daya cipta
crib [krɪb] (kb)	: keranjang bayi
crime [kraɪm] (kb)	: kejahatan
croft [krɒft] (kb)	: ladang/kebun sempit
crown [kraʊn] (kb)	: mahkota
crumbly ['krʌmbli] (ks)	: rapuh
cut [kʌt] (kkt)	: potong
cynic ['sɪnɪk] (kb)	: orang yang suka meragukan
damage ['dæmɪdʒ] (kkt)	: merusak
dart [dɑ:t] (kkt)	: berlari cepat dgn tiba-tiba
darts [dɑ:ts] (kb)	: permainan (anak panah)
dead [ded] (ks)	: tewas
death [deθ] (kb)	: kematian
defeat [di'fi:t] (kkt)	: menaklukkan
degrade [di'greɪdɪd] (kkt)	: menurunkan
deliver [di'lɪvə] (kkt)	: menyampaikan
delivery [di'lɪvri] (kb)	: penyampaian
dependent [di'pendənt] (ks)	: bergantung
depletion [di'pli:ʃən] (kb)	: penipisan, kehabisan
deprivation [deprɪ'veɪʃn] (kb)	: kerugian/ kehilangan
derive [di'raɪv] (kkt)	: mendapat
desertification [dɪzə:tɪfɪ'keɪʃn] (kb)	: penggersangan
destructive [di'strʌktɪv] (ks)	: bersifat merusak
detrimental [detrɪ'mentl] (ks)	: merusak
devastating ['devəsteɪtɪŋ] (ks)	: menghancurkan
devour [di'vaʊə] (kkt)	: melahap
dialogue ['daɪəlɒg] (kb)	: percakapan
dilated pupil [daɪ'leɪtɪd 'pju:pɪl] (kb)	: pupil membesar
dilute [daɪ'lju:t] (kkt)	: mencairkan
director [daɪ'rektə] (kb)	: sutradara
dishwasher [dɪʃ'wɔ:ʃə] (kb)	: mesin pencuci piring
disrupt [dɪs'rʌpt] (kkt)	: mengacaukan
distraction [dɪ'strækʃn] (kb)	: gangguan
doomed [du:mt] (ks)	: malapetaka
dose [dəʊs] (kb)	: jumlah, takaran
drama ['drɑ:mə] (kb)	: drama
dramatic [drə'mætɪk] (ks)	: dramatis
drooped [dru:pd] (kki)	: terasa berat, layu
drought [draʊt] (kb)	: kekeringan
dumb [dʌm] (ks)	: bodoh, dungu
duration [dʒu'reɪʃn] (kb)	: lama waktu pidato
dwarf [dwɔ:f] (kb)	: orang kecil
earful [ɪə fʊl] (kb)	: teguran, celaan
eccentric [ɪk'sentɪk] (ks)	: aneh
effort ['efət] (kb)	: usaha
emerge [ɪ'mə:dʒ] (kki)	: muncul

enact [ɪˈnækt] (kkt)	: menjadikan, memerankan
enchanted [ɪnˈtʃɑːntɪd] (ks)	: mempesonakan, memikat
ensure [ɪnˈʃʊə] (kkt)	: memastikan
entreaty [ˈentriːti] (kb)	: permohonan
environment [ɪnˈvaɪənmənt] (kb)	: lingkungan
episode [ˈepɪsəʊd] (kb)	: kisah, peristiwa
erosion [ɪˈrəʊʒn] (kb)	: erosi
essence [ˈesəns] (kb)	: intisari, pokok
euphoric [juːˈfɔːrɪk] (ks)	: sangat senang
exaggerate [ɪɡˈzædʒəreɪt] (kki, kkt)	: berlebih-lebihan, membesar-besarkan
excessive [ɪkˈsesɪv] (ks)	: berlebihan, terlalu banyak
excuse [ɪkˈskjuːz] (kb)	: alasan
exhaustion [ɪɡˈzɔːstʃn] (kb)	: kelelahan
expand [ɪkˈspænd] (kkt)	: memperluas
expect [ɪkˈspekt] (kkt)	: mengharapkan
expenses [ɪkˈspensɪz] (kb)	: pengeluaran
expertise [ekspəˈtiːz] (kb)	: keahlian
exposed [ɪkˈspəʊzd] (ks)	: diberitakan
extinction [ɪkˈstɪŋkʃn] (kb)	: kepunahan
extinguish [ɪkˈstɪŋɡwɪʃ] (kkt)	: mematikan
exuberance [ɪɡˈzjuːbərəns] (kb)	: antusiasme yang tinggi
fairyland [ˈfeəri lænd] (kb)	: tempat menyenangkan
fare [feə] (kb)	: biaya perjalanan
fend [fend] (kki)	: menjaga diri
fertile [ˈfɜːtaɪl] (ks)	: subur
fetch [fetʃ] (kkt)	: mengambilkan
figurative language [ˈfɪɡərətɪv ˈlæŋɡwɪdʒ] (kb)	: majas
film [fɪlm] (kb)	: film, gambar bergerak
fine [faɪn] (kb)	: denda
fir [fɜː] (kb)	: semacam pohon cemara
firefly [ˈfaɪəflaɪ] (kb)	: kunang-kunang
fit [fɪt] (kkt)	: mencocokkan diri
fix [fɪks] (kkt)	: memperbaiki
flapped [flæpd] (kkt)	: mengepakkan sayap
flesh [fleʃ] (kb)	: daging
flier [ˈflaɪə] (kb)	: penumpang pesawat
flight attendance (kb)	: pramugari
flight [flaɪt] (kb)	: penerbangan
flitted [flɪtɪd] (kkt)	: melayang cepat
flock [flɒk] (kb)	: sekawanan
flood [flʌd] (kb)	: banjir
flour [ˈflaʊə] (kb)	: tepung
flowchart [fləʊ tʃɑːt] (kb)	: bagan alur
fluorescent bulb [flʊəˈresənt bʌlb] (kb)	: lampu pijar
fluttered [ˈflʌtəd] (kkt)	: mengipaskan (sayap)
forecast [ˈfɔːkɑːst] (kkt)	: meramalkan

foresight ['fɔ:sait](<i>kb</i>)	: tinjauan ke masa depan
frill [frɪl](<i>kb</i>)	: tambahan
fuel ['fju:əl](<i>kb</i>)	: bahan bakar
fumble ['fʌmbəl] (<i>kki</i>)	: meraba-raba
fund [fʌnd](<i>kb</i>)	: dana
garbage ['gɑ:bɪdʒ] (<i>kb</i>)	: sampah, limbah
gasoline ['gæsəli:n](<i>kb</i>)	: bensin, minyak gas
gesture ['dʒestʃə](<i>kb</i>)	: gerak tubuh
giggle ['gɪɡl](<i>kb</i>)	: terkikih-kikih
glacier ['glæsiə] (<i>kb</i>)	: gunung es
goblet ['gɒblət] (<i>kb</i>)	: gelas sloki
gooney ['gu:ɪ](<i>ks</i>)	: lengket
government ['gʌvənmənt](<i>kb</i>)	: pemerintah
gracious ['greɪʃəs] (<i>ks</i>)	: sangat ramah
gracious ['greɪʃəs](<i>ks</i>)	: sangat ramah
grade [greɪd](<i>kb</i>)	: nilai
grammar ['græmə](<i>kb</i>)	: tatabahasa
grant [grɑ:nt] (<i>kkt</i>)	: mengabulkan
grant [grɑ:nt](<i>kb</i>)	: dana bantuan
graph [grɑ:f] (<i>kb</i>)	: grafik
greenhouse gases ['gri:nhaʊs 'gæsɪz] (<i>kb</i>)	: gas rumah kaca
grieving [gri:vɪŋ](<i>ks</i>)	: sedih, berduka cita
groom [gru:m](<i>kb</i>)	: tukang kuda
grudgingly ['grʌdʒɪŋli](<i>kkt</i>)	: dengan enggan
guarantee [gæ'rən'ti:] (<i>kkt</i>)	: menjamin
gustatory imagery ['gʌstətɔ:ri] (<i>kb</i>)	: pencitraan yang berhubungan dengan indra pengecap
handout ['hændaʊt](<i>kb</i>)	: materi
harassment ['hærəsmənt](<i>kb</i>)	: gangguan
health [helθ](<i>kb</i>)	: kesehatan
heap [hi:p](<i>kb</i>)	: tumpukan
heat [hi:t] (<i>kb</i>)	: panas
hemp [hemp] (<i>kb</i>)	: rami
heroic [hɪ'rɔ:ɪk] (<i>ks</i>)	: kepahlawanan
hilarious [hɪ'leəriəs](<i>ks</i>)	: riang, gembira
hint [hɪnt] (<i>kb</i>)	: isyarat
His Excellency ['eksələnsi] (<i>kb</i>)	: Yang Mulia
hoarseness [hɔ:snəs] (<i>kb</i>)	: keparauan (suara)
hog [hɒɡ] (<i>kkt</i>)	: menikmati sendiri
honour ['ɒnə](<i>kb</i>)	: kehormatan, kemurnian
humiliate [hju'mɪliət] (<i>kkt</i>)	: menghina, mempermalukan
hurdle over ['hɜ:dl 'əʊvə] (<i>kkt</i>)	: melintasi
hurricane (<i>kb</i>)	: angin topan
icing ['aɪsɪŋ](<i>kb</i>)	: lapis
imagery ['ɪmɪdʒəri] (<i>kb</i>)	: pencitraan
impaired [ɪm'peəd](<i>ks</i>)	: terganggu

impressed [ɪm'prest] (ks)	: terkesan
imprison [ɪm'prɪzn] (kkt)	: memenjarakan
inconvenience [ɪnkən'vi:niəns] (kb)	: ketidaknyamanan
independence [ɪndɪ'pendəns](kb)	: kemandirian
indigenous [ɪn'dɪdʒənəs](ks)	: asli
infectious [ɪn'fekʃəs] (ks)	: menular
inject [ɪn'dʒekt] (kkt)	: menyuntikkan
inland ['ɪnlænd](kb)	: daratan
insufficient [ɪnsə'fɪʃnt](ks)	: tidak cukup
insulate ['ɪnsjuleɪt](kkt)	: menyekat
intelligent [ɪn'telɪdʒənt] (ks)	: cerdas, terpelajar
intend [ɪn'tend](kkt)	: bermaksud
interfere [ɪntə'fɪə](kki)	: mencampuri
interference [ɪntə'fɪərəns](kb)	: campur tangan
interpersonal [ɪntə'pə:ʃənl](ks)	: antar perseorangan
intervention [ɪntə'venʃn](kb)	: campur tangan
intestines [ɪn'testɪns] (kb)	: usus
irritant ['ɪrɪtənt] (kb)	: bahan- yang mengganggu bahan
island ['aɪlənd] (kb)	: pulau
isolation [aɪsə'leɪʃn](kb)	: keterasingan
jar [dʒɑ:] (kb)	: kendi
kaleidoscope [kə'laidəskəʊp] (kb)	: kaleidoskop
lack [læk](kkt)	: kurang
landslide ['lændslaɪd](kb)	: tanah longsor
Latin ['lætɪn](kb)	: bahasa Latin
leak (kki)	: bocor
leisure ['leɪʒə](kb)	: waktu luang
leprechauns ['leprəkə:nz] (kb)	: peri
lessen ['lesən](kkt)	: mengurangi, memperkecil
lighting ['laɪtɪŋ] (kb)	: tata cahaya
loan [ləʊn](kb)	: pinjaman
lodge [lɒdʒ] (kkt)	: mengajukan
low and high extremes of virulence ['vɪrjʊləns](kb):	tinggi rendahnya tingkat kematian
maiden ['meɪdən] (kb)	: gadis
manly ['mænli](ks)	: jantan, gagah
marine life [mə'ri:n laɪf](kb)	: kehidupan laut
massive ['mæsɪv](ks)	: sangat besar
meadow ['medəʊ](kb)	: padang rumput
melt [melt](kki)	: meleleh, mencair
mend [mend] (kkt)	: memperbaiki
merchant ['mɜ:tʃənt] (kb)	: saudagar
mesmerized ['mezməraɪzd](ks)	: terpesona
metaphor ['metəfə] (kb)	: metafor
microbe ['maɪkrəʊb](kb)	: kuman
mild [maɪld](ks)	: ringan
mill [mɪl](kb)	: penggilingan

miller [ˈmɪlə](<i>kb</i>)	: tukang giling
mismatch [ˈmɪsmætʃ](<i>kb</i>)	: ketidaksesuaian
mob [mɒb] (<i>kb</i>)	: kerumunan
moderator [ˈmɒdəreɪtəː] (<i>kb</i>)	: moderator
modern [ˈmɒdən](<i>ks</i>)	: moderen
monologue [ˈmɒnələʊg] (<i>kb</i>)	: monolog
moonbeam [muːnbiːm](<i>kb</i>)	: cahaya bulan
mosquito [mɒsˈkiːtəʊ] (<i>kb</i>)	: nyamuk
motion [ˈməʊʃn] (<i>kb</i>)	: mosi/topik
mountain [ˈmaʊntən] (<i>kb</i>)	: gunung
mower [ˈməʊ](<i>kb</i>)	: mesin pemotong rumput
munch [mʌŋʃ](<i>kb</i>)	: mengunyah
mutate [ˈmjʊːteɪt] (<i>kki</i>)	: berubah
narrator [nəˈreɪtə](<i>kb</i>)	: pembawa cerita
nasty [ˈnɑːsti](<i>ks</i>)	: sangat tidak menyenangkan
native [ˈneɪtv](<i>ks</i>)	: asal/asli
nearby [nɪəˈbaɪ](<i>ks</i>)	: dekat (di sekitar)
necessity [nəˈsesɪti](<i>kb</i>)	: kebutuhan
negative team [ˈnegətɪv tiːm] (<i>kb</i>)	: pihak penentang
noble [ˈnəʊbl] (<i>ks</i>)	: layak
nurturing [ˈnɜːtʃərɪŋ](<i>ks</i>)	: pemelihara, pengasuh
occurs [əˈkɔːz](<i>kki</i>)	: terjadi
ode [əʊd](<i>kb</i>)	: kisah
offspring [ˈɒfsprɪŋ](<i>kb</i>)	: bahasa baru
olfactory imagery [ɒlˈfæktəri] (<i>kb</i>)	: pencitraan yang berhubungan dengan indra penciuman
opinion [əˈpɪnjən] (<i>kb</i>)	: pendapat
opposition [ɒpəˈzɪʃn] (<i>kb</i>)	: oposisi
organogram [ɔːˈgænəʊgræm] (<i>kb</i>)	: bagan struktur
outbreak [ˈaʊtbreɪk] (<i>kb</i>)	: berjangkitnya
outlawed [ˈaʊtlɔːd](<i>ks</i>)	: belum syah
overcome [əʊvəˈkʌm](<i>kkt</i>)	: mengatasi
overdrive [əʊvəˈdraɪv] (<i>kb</i>)	: alat penambah kecepatan
overrun [əʊvəˈrʌn] (<i>kkt</i>)	: melampaui batas
pad [pæd] (<i>kb</i>)	: bantalan
pandemic [pænˈdemɪk](<i>kb</i>)	: pandemik (berkaitan dengan penyakit yang menyebar luas di suatu daerah)
pansa (<i>kb</i>)	: nama mata uang India
pathogenic [pæθəˈdʒenɪk](<i>ks</i>)	: bersumber
pawn [pɔːn](<i>kb</i>)	: pion, bidak
peep [pi:p](<i>kki</i>)	: mengintip
penalty [ˈpenəlti](<i>kb</i>)	: hukuman
performance [pəˈfɔːməns] (<i>kb</i>)	: penampilan
personification [pəˈsɒnɪfɪˈkeɪʃn] (<i>kb</i>)	: personifikasi
pie chart [paɪ tʃɑːt] (<i>kb</i>)	: grafik lingkaran
platform [ˈplætfɔːm] (<i>kb</i>)	: podium

playwright [ˈpleɪraɪt] (kb)	: penulis drama
play [pleɪ] (kb)	: drama/lakon
plead [pli:d](kkt)	: meminta/memohon
plot [plɒt] (kb)	: alur cerita
pneumonia [nju:'məʊniə] (kb)	: radang paru-paru
poetry [ˈpəʊtri] (kb)	: puisi
pole vault [pəʊl [vɔ:lt](kki)	: melompat
pollination [pɒli'neɪʃən](kb)	: penyerbukan
Portuguese [pɔ:tju:'gi:z](kb)	: bangsa Portugis
poultry [ˈpəʊltri] (kb)	: unggas
poverty [ˈpɒvəti](kb)	: kemiskinan
predict [prɪ'dɪkt](kkt)	: memprediksi, meramalkan
prescribe [prɪ'skraɪb] (kkt)	: menuliskan resep
prescription [prɪ'skrɪpʃn](kb)	: resep
present [ˈprezənt] (kkt)	: menyajikan
presenter [prɪ'zentə](kb)	: penyaji
principality [prɪnsɪ'pælɪti] (kb)	: kerajaan, kepangeran
prison [ˈprɪzən](kb)	: penjara
producer [prə'dju:sə] (kb)	: produser
prologue [ˈprɒləʊg] (kb)	: prolog
protagonist [prə'tæɡənɪst] (kb)	: tokoh utama
puffy [pʌfi] (ks)	: bengkak, gembung
pull over [ˈpʊl 'əʊvə](kkt)	: menepi
pumpkin [ˈpʌmpkɪn] (kb)	: labu
purity [ˈpjʊərəti](kb)	: kemurnian
rafter [ˈrɑ:ftə] (kb)	: usuk
rainfall [ˈreɪnfɔ:l] (kb)	: curah hujan
rate [reɪt](kb)	: angka
raucous [ˈrɔ:kəs] (ks)	: parau
reassure [ri:ə'sʊə](kkt)	: meyakinkan
rebuttal [rɪ'bʌtəl](kb)	: bantahan
recede [rɪ'si:d](kki)	: surut
reduce [rɪ'dju:s](kkt)	: mengurangi
release [rɪ'li:s](kkt)	: melepaskan, mengeluarkan
rely [rɪ'laɪ](kki)	: bersandar
reply speech [rɪ'plai] (kb)	: pidato balasan
respiratory tract [rɪ'spɪrətəri trækt] (kb)	: sistem pernapasan
restless [ˈrestləs](ks)	: resah, gelisah
retreat [rɪ'tri:t](kki)	: mengasingkan diri
riddle [ˈrɪdl] (kb)	: tebakan/teka-teki
rise [raɪz](kki, kb)	: naik, kenaikan
rock [rɒk](kb)	: batu karang
rod [rɒd](kb)	: tangkai
runny nose [ˈrʌni nəʊz](kb)	: hidung beler
runny [ˈrʌni](kb)	: setengah matang
runway [ˈrʌnweɪ] (kb)	: landasan pesawat

sabotage ['sæbətɑ:ʒ](kkt)	: merusakkan
sacred ['seɪkrəd](ks)	: keramat/ suci
sadness ['sædnəs] (kb)	: kesedihan
salary ['sæləri](kb)	: gaji
savings ['seɪvɪŋz] (kb)	: uang tabungan
scamp ['skæmp] (kb)	: anak nakal
scarcely ['skeəslɪ](kk)	: dengan hampir tidak mungkin
school work ['sku:l wɔ:k](kb)	: pekerjaan sekolah
scientific [saɪən'tɪfɪk](ks)	: secara ilmiah
scientist ['saɪəntɪst] (kb)	: ahli ilmu pengetahuan
scrap paper [skræp 'peɪpə](kb)	: kertas bekas
screenplay ['skri:npleɪ](kb)	: naskah, skenario
screenplay ['skri:npleɪ] (kb)	: penulis naskah
script [skript] (kb)	: naskah
sea level ['si: 'levl] (kb)	: permukaan air laut
season ['si:zən] (kb)	: musim
seasonal ['si:znəl](ks)	: musiman
segregated ['segrɪgeɪtɪd] (ks)	: terpisah
setting ['setɪŋ] (kb)	: latar
severe [sə'veɪə](kb)	: parah (penyakit)
severity [sə'verɪti](kb)	: hebatnya
sheltered ['ʃeltəd](ks)	: tersembunyi
shivered ['ʃɪvəd] (kki)	: gemetar
shot [ʃɒt](kb)	: suntikan
shred [ʃred] (kb)	: irisan
shrieked [ʃri:kəd](kki)	: menjerit
sigh [saɪ] (ks)	: napas panjang
simile ['sɪmɪli] (kb)	: simile
simultaneously [sɪmə'lteɪniəsli] (kk)	: serentak
skittle ['skɪtl̩](kb)	: pin bowling
slapstick ['slæpstɪk](kb)	: lelucon
slightest [slaɪtəst] (ks)	: yang paling kecil
slippers ['slɪpəz] (kb)	: sandal selop
sneak out [sni:k aut](kkt)	: menyelinap
sniff [snɪf] (kkt)	: menghirup
snort [snɔ:t] (kki)	: mendengus
snow [snəʊ] (kb)	: salju
somersault (kb)	: jungkir balik
soundtrack ['saundtræk] (kb)	: lagu/musik di film
speaker ['spi:kə](kb)	: pembicara
spectre ['spektə] (kb)	: momok
speculate ['spekjuleɪt](kkt)	: berspekulasi
speech [spi:tʃ 'meɪkɪŋ] (kb)	: pidato
speech [spi:tʃ](kb)	: pidato
spell [spel](kb)	: mantera (sihir)
spirit ['spɪrɪt](kb)	: kekuatan, makhluk halus

spouse ['spauz] (kb)	: pasangan (suami/istri)
sprout [spraut] (kb)	: bakal buah
stable ['steɪbl](kb)	: kandang kuda
stage [steɪdʒ] (kb)	: panggung
staggered ['stæɡəʊd](kkt)	: jalan terhuyung-huyung
stamina ['stæmɪnə](kb)	: stamina, daya tahan tubuh
stamp [stæmp] (kkt)	: menumbuk
stand-by mode [stænd baɪ məʊd] (kb)	: mode stand-by
stare [steə] (kkt)	: menatap, memandang
statement ['steɪtmənt] (kb)	: pernyataan
stir [stɜː](kkt)	: menggerakkan
strive [straɪv](kkt)	: berusaha keras
stunt-man ['stʌnt 'mæn] (kb)	: pemeran pengganti
suspicious [sə'spiʃəs](ks)	: curiga
sustain [sə'steɪn](kkt)	: menyokong, menahan
sustainable [sʌs'teɪnəbl](ks)	: aman, tidak merusak
symptom ['sɪmptəm] (kb)	: gejala
symptom ['sɪmptəm] (kb)	: gejala
table ['teɪbl](kb)	: tabel
tactile imagery ['tæktəɪl] (kb)	: pencitraan yang berhubungan dengan indra perabaan
taughen ['tʌfn](kkt)	: menguatkan
team line [ti:m laɪn] (kb)	: pembagian tema untuk satu tim
team split [ti:m splɪt] (kb)	: batasan topik untuk satu tim
tech-savvy [tek 'sævi](ks)	: cakap teknologi
temperature ['temprətʃə](kb)	: suhu
The House [ðə haʊs](kb)	: Dewan Perwakilan Rakyat
theme [θi:m] (kb)	: tema
thermostat [θə:mə'stæɪ](kb)	: alat pengatur panas
thoroughly ['θʌrəʊli](kkt)	: sepenuhnya
thunderstorm ['θʌndəstɔ:m] (kb)	: petir, guntur
tide [taɪd] (kb)	: pasang (air laut)
time keeper [taɪm 'ki:pə](kb)	: pengawas waktu
torn [tɔ:n] (ks)	: sobek
trace [treɪs](kb)	: jejak
traffic controller (kb)	: pengawas lalu lintas (udara)
traffic offence ['træfɪk ə'fens] (kb)	: pelanggaran lalu lintas
tragedy ['trædʒədi] (kb)	: tragedi
tremor ['tremə] (kb)	: gemetar
trusted [trʌs'tɪd](ks)	: dipercaya
tsunami ['tsu:'nɑ:mi] (kb)	: tsunami
tuck [tʌk](kkt)	: menyelipkan
tuition fee [tju:'ʃn fi:](kb)	: biaya sekolah
turbulence ['tɜ:bjʊləns] (kb)	: gangguan
turn into ['tɜ:n 'ɪntu](kkt)	: disihir menjadi
twig [twɪɡ](kb)	: ranting
undermine [ʌndə'maɪn](kkt)	: melanggar

unemployment [ʌnɪm'plɔɪmənt](<i>kb</i>)	: pengangguran
unmarred [ʌn'mɑ:rd](<i>ks</i>)	: tidak terusak
vacancy ['veɪkənsi](<i>kb</i>)	: lowongan pekerjaan
vaccine ['væksɪn](<i>kb</i>)	: vaksin
vagabond ['væɡəbɒnd] (<i>kb</i>)	: pengembara
vanish ['vænɪʃ] (<i>kki</i>)	: lenyap, menghilang
ventilation fan [ventɪ'leɪʃn fæn](<i>kb</i>)	: kipas ventilasi
vicious ['viʃəs](<i>ks</i>)	: buruk
violence ['vaɪələns](<i>kb</i>)	: kekerasan
viral ['vaɪrəl](<i>kb</i>)	: disebabkan oleh virus
virtuous ['vɜ:tʃuəs] (<i>ks</i>)	: berbudi luhur
visual aids ['vɪʒuəl eɪd] (<i>kb</i>)	: alat-alat peraga
visual imagery ['vɪʒuəl] (<i>kb</i>)	: pencitraan yang berhubungan dengan indra penglihatan
voice [vɔɪs](<i>kb</i>)	: suara
vomit ['vɒmɪt](<i>kki</i>)	: muntah
voyager ['vɔɪdʒə] (<i>kb</i>)	: pelayar
wage [weɪdʒ](<i>kb</i>)	: upah
wanderer ['wɒndrə] (<i>kb</i>)	: pengembara
warrior ['wɒrɪə] (<i>kb</i>)	: pejuang, prajurit
water fountain ['wɔ:tə 'faʊntɪn] (<i>kb</i>)	: air mancur
waterfowl ['wɔ:təfəʊl] (<i>kb</i>)	: unggas air
watermelon ['wɔ:təmelən](<i>kb</i>)	: semangka
wear off [weə ɒf](<i>kki</i>)	: berangsur-angsur hilang
welfare ['welfeə](<i>kb</i>)	: kesejahteraan
witch [wɪtʃ](<i>kb</i>)	: tukang sihir wanita
wonderment ['wʌndəmənt](<i>kb</i>)	: keheranan
wry [raɪ] (<i>ks</i>)	: miring, mencong
yolk [jɒk] (<i>kb</i>)	: kuning telur
yowl [jəʊl] (<i>kki</i>)	: meraung

GLOSSARY

affirmative	:	the team which agree with the motion
agenda	:	list of points for discussion or seminar
alliteration	:	using words which begin with the same sound to make special effects in poetry
antagonist	:	bitter opponent
argument	:	series of statements to argue against or for
assonance	:	the similarity in sound between two syllables that are close together
audience	:	people at a theatre, cinema, concert hall, or watching TV or listening to the radio
auditory	:	of or about hearing
character	:	person in a story, play, or novel
commercial break	:	short period for rest in the middle of a programme for advertisement; announcement which tries to make sure that people know that something is for sale, that something is going to happen, that a show is on
correlation	:	correspondence, link
culture	:	the way of life, especially the general customs and beliefs, of a particular group of people at a particular time
debate	:	serious discussion of a subject in which many people take part
declaring	:	stating officially
definition	:	a statement that explains the meaning of a word or phrase
delivery	:	bringing something to someone
dialogue	:	conversation between two people
drama	:	a play OR plays as a genre or literary style
essay	:	a short piece of writing on a particular subject, especially one done by students as part of the work for a course
evidence	:	fact which indicate that something really exists or has happened
figurative language	:	an expression which uses words to mean something different from their ordinary meaning
film	:	moving pictures shown at a cinema, taken with a cine-camera
gesture	:	movement of hands, etc., to show feeling
guideline	:	general advice on what to do
gustatory	:	connected with taste
handout	:	a document given to students or reporters which contains information about a particular subject
highlighting	:	attracting attention to or emphasize something important
imagery	:	a whole set of images, or all the images that go to form our sense impressions of a piece of writing
line	:	row of written or printed words (in a poem)
lyrics	:	words of a song
meaning	:	The meaning of something is what it expresses or represents.
message	:	an idea or ideas in which a text or story is trying to pass on to the readers

metaphor	:	an expression which describes a person or object in a literary way by referring to something that is considered to possess similar characteristics to the person or object you are trying to describe
motion	:	the theme or topic on a debate
movie	:	a cinema film
musical devices	:	Methods/devices which is used to produce a desired effect of musical sounds such as: rhyme, rhythm, assonance, alliteration, and onomatopoeia.
narrator	:	person who tells a story
negative	:	the theme which disagree to the motion
olfactory	:	connected with the ability to smell
persona	:	the particular type of character that a person seems to have, which is often different from their real or private character
personification	:	either an inanimate object or an abstract concept or a quality is spoken of though, it were a person, and thus, endowed with life or human attributes or feelings
phrase	:	a group of words which is part rather than the whole of a sentence
platform	:	the raised part of the floor in a large room, from which you make a speech or give a musical performance
play	:	written text which is acted in a theatre or on TV
plot	:	the main sequence of events in a play, novel, or film
poem	:	A piece of writing, with words carefully chosen to sound attractive and convey themes and emotions, set out in lines usually of a regular length which sometimes end in words which rhyme.
poet	:	person who writes poems
poetry	:	poems taken as a type of literature
presenter	:	person who presents a TV show
prologue	:	piece spoken as the introduction of a play or poem
pronunciation	:	way of speaking words
prop	:	an object used by the actors performing in a play or film
protagonist	:	main character in a play or book, etc
rebuttal	:	a statement which says that a claim or criticism is not true
reply speech	:	answer speech
report	:	description of what has happened or what will happen
rhyme	:	a similarity of sound carried by word endings. It is the most familiar form of sound patterning
scene	:	short part of a play, drama or film
script	:	written text of a film or play
setting	:	if a story, film, etc. is set in a particular time or place, the action in it happens in that time or place
short story	:	piece of fiction which is much shorter than a novel
simile	:	an expression comparing one thing with another, always including the words 'as' or 'like'
singer	:	person who sings
song	:	words which are sung
speaker	:	person who speaks

speech	:	formal talk given to an audience
stage direction	:	a description or instruction in the text of a play which explains how the play should be performed
stanza	:	section of a poem made up of a series of lines
Statistics	:	information based on a study of the number of times something happens or is present, or other numerical facts
story	:	description that tells things that did not really happen but are invented by someone
synopsis	:	a brief description of the contents of something such as a film or book
tactile	:	related to touch
tale	:	a story, especially one which might be invented or difficult to believe
team line	:	a main topic for each team in a debate
team split	:	topic to limit the arguments for each team in a debate
theme	:	the main subject or ideas of a book, story, poem, play or article
title	:	name of a book, play, painting, film, etc
visual	:	relating to seeing
visual aids	:	something that you are shown, such as a picture, film or map, in order to help you understand or remember information

UNIT REVIEW SEMESTER 2

I. Listen to short conversation between two people. Choose the best answer to each question.

1.
 - a. She thinks the man is asking her to find his flash disk.
 - b. She thinks the man is saying that someone has stolen his flash disk.
 - c. She thinks the man is saying that she has stolen his flash disk.
 - d. She thinks the man is missing his flash disk.
 - e. She thinks the man is lying about the flash disk.

2.
 - a. He admits he has got a new mobile phone.
 - b. He admits he hasn't switched off his mobile phone on the exam.
 - c. He admits he made a phone call on the exam.
 - d. He admits he received a call on the exam.
 - e. He doesn't admit it was his mobile phone.

3.
 - a. She wants to buy a standard helmet.
 - b. She asks the man to buy her a helmet.
 - c. She wants to buy a helmet for the man.
 - d. She asks the man to lend him some money to buy the helmet.
 - e. She intends to buy a standard helmet.

4.
 - a. He had had another plan, so he couldn't come.
 - b. He hadn't planned to come.
 - c. He planned not to come.
 - d. He had planned to come, but he couldn't come.
 - e. He planned to come with his friends.

5.
 - a. She is watching a movie now.
 - b. She is going to the cinema now.
 - c. She is planning to watch a movie tonight.
 - d. She is going to go to the cinema with the man.
 - e. She is going to the movie rental tonight.

6.
 - a. She's persuading the man.
 - b. She's asking the man to take a pity on her.
 - c. She's begging the man for work.
 - d. She's asking the man's opinion.
 - e. She's asking the man to work.

7.
 - a. She showed no regret for having made so much mess.
 - b. She regretted to tell the man about the mess.
 - c. She has absolutely no regret about the mess she made.
 - d. She regretted the mess the man has made.
 - e. She regretted the mess she has made.

8. a. The wind should stop blowing.
 b. The children should stop playing outside the house.
 c. The children should stop the wind from blowing.
 d. He should prevent the wind from blowing.
 e. He should prevent the woman from playing with the children.
9. a. The man hopes the school will build a new library.
 b. The man hopes the books are rearranged.
 c. The man hopes the librarian maintains the books well.
 d. The man hopes the students contribute more books for collection.
 e. The man hopes the school allocates fund to the maintenance of the books.
10. a. The woman criticized the movie for being silly.
 b. The woman criticized the movie for being funny.
 c. The woman criticized the movie was amusing.
 d. The woman criticized the movie was humorous.
 e. The woman criticized the movie was entertaining.

II. Complete the short dialogues below with the appropriate options.

11. Daughter : I really want to figure out what it is like to work part time.

Father : _____

- a. Could I ask you to give me a full time job?
 b. I'd be very grateful if you'd work full time.
 c. Would you mind giving me a job, please?
 d. I'd be very grateful if you'd allow me to work.
 e. Would you be so kind as to get me a part time job?

12. Teacher : Adib, it has been your second time you come late.

Adib : I am really sorry, Ma'am _____

- a. I promise I will never come late to the class.
 b. You can keep my promise, Ma'am.
 c. I promise I didn't do it.
 d. I promise you to come later.
 e. Promise me you will come earlier.

13. Ayu : Look what you have done to this book! It's torn. How could it be?

Denias : _____ . I didn't do that.

- a. Are you accusing me of stealing the book?
 b. I should bring the accused here.
 c. Are you accusing me of tearing the book?
 d. I know who did that.
 e. I have no idea who did that.

14. Virga : What do you think of the regulation to wear a standard helmet?
Andy : _____ . The regulation is made for safety.
- I strongly disagree with the regulation.
 - I'm standing in a position to support the regulation.
 - I'm in opposition to the regulation.
 - That might be true, but I disagree with that.
 - I should say that I disagree with that.
15. Virga : Adib, I'm sorry I can't come to your party.
Adib : Come on, Virga! _____ . The party is not going to be fun without you.
- How can I persuade you to come?
 - What time will you come to my party?
 - I will not try to persuade you to come.
 - I am sure you will come.
 - How should I persuade someone to pick you up?

III. Read the texts and choose the best answer to each question based on the alternatives given.

Questions 16 - 19 are based on the following text.

Balancing High School and Part-Time Work

You have to consider a number of factors when deciding whether or not to get a job. The important thing is to arm yourself with as much information as possible, so you can figure out what choice makes the most sense for you.

If you are considering working part-time, schedule a meeting with your school counsellor to discuss this move. Talk to your counsellor about why you want to work and what type of position you're seeking. Simply explaining your goals to someone else can help you make decisions and figure out your priorities.

Schoolwork, including homework and studying for tests, should always be your top priority. "The activities and courses students choose vary considerably, so it's important for young people to keep their individual situations clearly in mind," says Brad MacGowan, director of the Career Centre at Newton North High School in Massachusetts. Further, MacGowan cautions students who do decide to work: "If you are rushing through your assignment or not studying enough for tests because of work, it's time to cut back or quit and find a less time-consuming job." He adds, "Students should always let their employers know what their time limits are." If you are being pressured to work more hours than you can handle, you need to find a new place to work. You also need to make sure that a job won't prevent you from getting enough rest.

Adapted from: <http://www.collegeboard.com>

16. What should a student do first when considering working part time?
- Schedule a meeting with the employer of the job.
 - Discuss with the school counsellor.
 - Schedule a meeting with the school principal.
 - Discuss with your friends.
 - Schedule a meeting and discuss with the class.
17. What does Brad MacGowan do?
- Brad MacGowan is a student who takes part time job.
 - Brad MacGowan is the director of the Career Centre at Newton North High School.
 - Brad MacGowan is the school counsellor of Newton North High School in Massachusetts.
 - Brad MacGowan is the employer of some students at Newton North High School.
 - Brad MacGowan is the principal at Newton North High School in Massachusetts.
18. What does the word "it" in paragraph 3 refer to?
- student
 - individual situation
 - young people
 - to keep to individual situations clearly in mind
 - to keep to individual situations clearly in mind is important.
19. What does Brad MacGowan suggest when students don't have enough time to study?
- Quit and find a less time-consuming job.
 - Talk to the employer.
 - Discuss with the school counsellor.
 - Keep doing both working while studying.
 - Sue the employer for the compensation.

Questions 20 - 23 are based on the following text.

Music and Lyrics Movie Review

Alex Fletcher (Hugh Grant) is a washed-up 80's pop star who's been reduced to working the nostalgia circuit at county fairs and amusement parks. The charismatic and talented musician gets a chance at a comeback when reigning diva Cora Corman (Haley Bennett) invites him to write and record a duet with her, but there's a problem--Alex hasn't written a song in years, he's never written lyrics, and he has to come up with a hit in a matter of days, enter Sophie Fisher (Drew Barrymore), Alex's attractively quirky lady, whose flair for words strikes a chord with the struggling songwriter. On the rebound from a bad relationship, Sophie is reluctant to collaborate with anyone, especially commitment-phobe Alex. As their chemistry heats up at the piano and under it, Alex and Sophie will have to face their fears--and the music--if they want to find the love and success they both deserve.

Casts HUGH GRANT, DREW BARRYMORE, KRISTEN JOHNSTON, JASON ANTOON, BILLY GRIFFITH

Duration 96 minutes

Directed by MARC D. LAWRENCE

Written by MARC D. LAWRENCE

Producer NANCY JUVONEN, BRUCE BERMAN, HAL GABA

Production Company WARNER BROS. PICTURES

Homepage <http://musicandlyrics.warnerbros.com/>

Adapted from: <http://musicandlyrics.warnerbros.com/>

20. What is the function of the review above?
- to amuse the readers
 - to give information to the readers
 - to entertain the readers
 - to persuade the readers
 - to explain to the readers
21. What does the review present?
- the reviewer's assessment
 - the reviewer's speculation
 - the movie's prediction
 - the movie's rating
 - the movie's synopsis
22. What is the genre of the movie based on the review?
- horror
 - action
 - romantic drama
 - comedy
 - thriller
23. What is the word "quirky" (line 7) closest in meaning to?
- pretty
 - good looking
 - beautiful
 - eye-catching
 - odd

Questions 24 - 26 are based on the following text.

Driver distraction has always been a problem. Although many activities can potentially divert driver attention, the cell phone has drawn attention to the issue. The cell phone is a highly noticeable distraction in the car, which makes it any easy target for restriction. It is easy to spot a driver with a hand to the ear and know he/she is distracted by a phone call. It may not be so easy to spot the driver whose mind is elsewhere.

During the next few years, states and researchers will begin to accumulate more information about the implications of mobile phones and other devices on traffic safety. In the interim, as the quantity of phones and other wireless communications devices available on the road continues

to grow, greater constituent concerns, local ordinances, and judicial activity will increasingly challenge lawmakers to address driver distraction as a traffic safety concern. It is likely that cell phones and driving will remain a significant part of their legislative agendas.

Adapted from: <http://www.ncsl.org>

24. According to the text, what is the most distracting activity done by motorists while driving?
- eating while driving
 - using cell phones while driving
 - wiring GPS/TV while driving
 - talking to backseat passengers while driving
 - listening to music while driving
25. What does the word "it" (line 4) mean?
- to use cell phones while driving
 - to spot a driver with a hand to the ear
 - to know he/she is distracted by a cell phone
 - to spot a driver with a hand to the ear and know he/she is distracted
 - to spot the driver whose mind is elsewhere
26. What is the most suitable title given for the reading passage?
- Cell phones and traffic safety.
 - Wireless communication devices continue to grow.
 - Lawmakers should ban the use of cell phones.
 - Challenging lawmakers to address driver distractions.
 - Distractions in driving.

Questions 27 - 30 are based on the following text.

A group of frogs were travelling through the woods, and two of them fell into a deep pit. When the other frogs saw how deep the pit was, they told the two frogs that they were as good as dead. The two frogs ignored the comments and tried to jump up out of the pit with all their might. The other frogs kept telling them to stop, that they were as good as dead. Finally, one of the frogs took heed to what the other frogs were saying and gave up. He fell down and died.

The other frog continued to jump as hard as he could. Once again, the crowd of frogs yelled at him to stop the pain and just die. He jumped even harder and finally made it out. When he got out, the other frogs said, "Did you not hear us?" The frog explained to them that he was deaf. He thought they were encouraging him the entire time.

27. What happened to the two frogs while they were travelling?
 - a. The two frogs could not jump higher than others.
 - b. The two frogs skipped into a deep pit.
 - c. The two frogs jumped into a deep pit.
 - d. The two frogs fell into a deep pit.
 - e. The two frogs played in a deep pit.
28. What did the other frogs do when the two frogs tried to jump up out of the pit?
 - a. They helped the two frogs.
 - b. They yelled at the frogs to give up.
 - c. They ignored the two frogs.
 - d. They asked for a help from other frogs.
 - e. They jumped into the deep pit.
29. Why did one frog stop trying and give up?
 - a. because the other frogs kept telling that they were as good as dead
 - b. because he was tired of jumping
 - c. because he broke his leg
 - d. because the pit was too deep
 - e. because the other frogs kept encouraging him
30. Which is the best lesson suited to the story?
 - a. There is power of life and death in the tongue.
 - b. Be careful of what you say.
 - c. Don't judge the book from its cover.
 - d. Early bird catches the worm.
 - e. A great talker is a great liar.

IV Listen to the dialogue from a drama and then choose the best answer to each question. Answer the questions on the basis of what is stated or implied by the speakers.

YUUKI : Wait! The earth MOVED under my feet! I think it WAS an earthquake!

1st VILLAGER : Come on, Yuuki! Always thinking the worst.

2nd VILLAGER : We have not had an earthquake in a long time. What makes you think we are going to have one now?

31. The two men do the followings on what the woman said, *except*....
- They think that nothing will happen.
 - They underestimate woman.
 - They take it for granted.
 - They think that the woman is boasting.
 - They think that something will happen.
32. What is the most possible setting for the piece of drama above?
- In the forest.
 - In the sea.
 - In the mountain.
 - In the valley.
 - In the desert .
33. The characters of the drama above are:
- King Adovis and a knight.
 - King Adovis and a maiden.
 - King Adovis and a soldier.
 - King Adovis and a princess.
 - King Adovis and a witch.

V. Complete the missing words with the best option.

The Runner

(Walt Whitman)

*On a flat __(4)__ runs the well-train'd runner;
He is __(5)__ and sinewy, with __(6)__ legs;
He is thinly clothed-he leans __(7)__ as he runs,
With lightly closed __(8)__, and arms partially rais'd.*

- | | | | | |
|-----------------|---------------|------------|-------------|----------------|
| 34. a. rod | b. road | c. load | d. roar | e. crowd |
| 35. a. learn | b. line | c. lend | d. lean | e. lease |
| 36. a. muscular | b. mineral | c. molar | d. macular | e. manual |
| 37. a. for word | b. for wealth | c. forward | d. bowelled | e. for where'd |
| 38. a. fists | b. fish | c. first | d. wits | e. visits |

Donna Donna

(Sita RSD)

On a waggon bound for __(9)____
there`s a calf with a mournful eye.
High above him there`s a swallow
winging swiftly through the sky.

(Chorus)

How the winds are __(10)____,
they laugh with all their might.

Laugh and laugh the whole day through,
and half the summer`s night.
Donna, Donna, Donna, Donna; Donna, Donna, Donna, Don.
Donna, Donna, Donna, Donna; Donna, Donna, Donna, Don.

39. On a waggon bound for ___(1)___

- a. market
- b. mullet
- c. mallet
- d. marking
- e. morning

40. High above him there`s a ___(2)___,

- a. loving
- b. larking
- c. laughing
- d. lacking
- e. loading

VI. Read the texts and then choose the best answer to each question.

Questions 41 - 43 are based on the following text.

Ghost Camp: A Goosebumps Novel

The story is told by Harry Altman. Harry, along with his brother Alex, go to a summer camp called Camp Spirit Moon. And then, the horror begins.

The kids at Camp Spirit Moon are weird. They play these terrible tricks, and they look like they would hurt, but somehow it doesn't affect them! The first "trick" is when Lucy, a camper, sticks her hand in a fire to pick up a hot dog. The next trick is a boy gets a ten-foot pole stuck in his foot, and feels nothing! Finally, a girl's HEAD falls off!

Lucy wants to get alone with Harry. Harry suspects that they are just friends, and Lucy wants to talk. Lucy tells Harry the TRUTH of Camp Spirit Moon: They are all dead! Everyone is a ghost. And Harry and Alex are the only people alive. Lucy then tells Harry she needs to get away, and that she needs to take over his body. Harry refuses, and fights off Lucy and wins. Harry soon finds out Elvis, Alex's best friend, attempted to do the same thing to Alex. As the book ends, the ghosts are fighting for Harry's soul.

Adapted from: <http://wikipedia.com>

41. How does the story begin?

- a. Harry and Alex are searching Camp Spirit Moon.
- b. Harry and Alex plan to go camping in Camp Spirit Moon.
- c. It begins with Harry and Alex which go to a summer camp.
- d. It begins with Harry and Alex Find dead body in Camp Spirit Moon.
- e. It begins with Harry and Alex meet Lucy.

42. How do Harry and Alex begin noticing something strange in the camp?
- They see Lucy take a bake-hot dog from the fire with bare hand.
 - They find some kids play a very dangerous trick and don't get hurt.
 - They see a head falls of.
 - They find a boy hurting himself with a stick but he doesn't get hurt.
 - They play a dangerous game.
43. What does Lucy want from Harry?
- Lucy wants to be Harry's girl friend.
 - Lucy wants to die.
 - Lucy wants to sit with Harry.
 - Lucy wants Harry's soul to get.
 - Lucy wants Harry to refuse her.

Questions 44 - 45 are based on the following text.

Golden Globe

2000 Sam Mendes, *American Beauty*
2001 Ang Lee, *Crouching Tiger, Hidden Dragon*
2002 Robert Altman, *Gosford Park*
2003 Martin Scorsese, *Gangs of New York*
2004 Peter Jackson, *The Lord of the Rings: The Return of the King*
2005 Clint Eastwood, *Million Dollar Baby*
2006 Ang Lee, *Brokeback Mountain*
2007 Martin Scorsese, *The Departed*

Oscar (Academy Awards)

2000 *Gladiator* Steven Soderbergh, *Traffic*
2001 *A Beautiful Mind* Ron Howard, *A Beautiful Mind*
2002 *Chicago* Roman Polanski, *The Pianist*
2003 *The Lord of the Rings: The Return of the King* Peter Jackson, *The Lord of the Rings: The Return of the King*
2004 *Million Dollar Baby* Clint Eastwood, *Million Dollar Baby*
2005 *Crash* Ang Lee, *Brokeback Mountain*
2006 *The Departed* Martin Scorsese, *The Departed*

44. What was the film that won the Academy awards in 2001?
- The Pianist
 - Saving Private Ryan
 - The Departed
 - A Beautiful Mind
 - Braveheart
45. When does Titanic win the double awards?
- In 2000 and 2001
 - In 1997 and 1998
 - In 1995 and 1996
 - In 2006 and 2007
 - In 2007 and 2008

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LISTENING SCRIPT

UNIT I GECKO HAD COME TO LODGE A COMPLAINT.

Task 3

The Lion and the Mouse

A small mouse crept up to a sleeping lion. The mouse admired the lion's ears, his long whiskers and his great mane.

"Since he's sleeping," thought the mouse, "he'll never suspect I'm here!"

With that, the little mouse climbed up onto the lion's tail, ran across its back, slid down its leg and jumped off of its paw. The lion awoke and quickly caught the mouse between its claws.

"Please," said the mouse, "let me go and I'll come back and help you someday."

The lion laughed, "You are so small! How could ever help me?"

The lion laughed so hard he had to hold his belly! The mouse jumped to freedom and ran until she was far, far away.

The next day, two hunters came to the jungle. They went to the lion's lair. They set a huge rope snare. When the lion came home that night, he stepped into the trap.

He roared! He wept! But he couldn't pull himself free.

The mouse heard the lion's pitiful roar and came back to help him.

The mouse eyed the trap and noticed the one thick rope that held it together. She began nibbling and nibbling until the rope broke. The lion was able to shake off the other ropes that held him tight. He stood up free again!

The lion turned to the mouse and said, "Dear friend, I was foolish to ridicule you for being small. You helped me by saving my life after all!"

<http://www.storyarts.org/library/aesops/stories/lion.html>

Task 4

Anita is in the school library. Anita complains to the librarian about the conditions of the books that she is going to borrow.

Anita : Excuse me, Ma'am. Can you do anything about the cover of this book?
It's torn.

Librarian : Oh, sure. I'll mend it.

Anita : I'm afraid that this one also needs mending. I'm afraid we'll lose some pages if we don't bind it again.

- Librarian : Yes, I think it should be mended also. But I'm afraid that you won't be able to borrow this book today. It takes time to bind. What about tomorrow?
- Anita : Hmm, all right. Thank you, anyway.
- Librarian : You're welcome. By the way, don't you want to borrow another book?
- Anita : I don't think so. I only need that book at present.
- Librarian : Okay then. I'm sorry for the inconvenience.
- Anita : Not at all.

UNIT II IS IT TRUE THAT POVERTY IS CAUSED BY UNEMPLOYMENT?

Task 3

Ladies and gentlemen, on this occasion I would like to explain the definition of poverty and the conditions that may lead to poverty.

Well, poverty is deprivation of those things that determine the quality of life, including food, clothing, shelter and safe drinking water, but also such "intangibles" as the opportunity to learn and to enjoy the respect of fellow citizens. Many different factors have been cited to explain why poverty occurs. I'd like to mention some of the possible factors.

First is erosion. Intensive farming often leads to a vicious cycle of exhaustion of soil fertility and decline of agricultural yields and thence increased poverty.

Second are desertification and overgrazing. Approximately 40% of the world's agricultural land is seriously degraded.

Third are geographic factors, for example the limited access to fertile land, fresh water, minerals, energy, and other natural resources.

Well, ladies and gentlemen, poverty is a terrible thing that should be overcome.

Adapted from: Wikipedia free encyclopaedia last update-190408

Task 4

Adib and Ayu have just finished doing their homework at Ayu's house. Now they are watching the news on TV.

- Adib : Oh God! What a miserable fact!
- Ayu : I can't believe it. I never thought that there are still many beggars in Indonesia.
- Adib : Poverty is one of our country's main problems at present. The unemployment rate is very high. No wonder there are everywhere.
- Ayu : I wonder why the government is slow in solving this problem.

- Adib : It's a complex problem. The government has made a lot of efforts to lower the unemployment rate. Jobs are created and many kinds of training are conducted.
- Ayu : How about villagers? Their condition could be worse.
- Adib : Well, many villagers are very poor, but many people living in the city are also starving.
- Ayu : Yes, I agree with you.
- Adib : Perhaps the authority should put this poverty problem the priority of the development.
- Ayu : Yes, I think so

UNIT III LANGUAGE IS A MEANS OF COMMUNICATION.

Task 2

Extinct Language

An extinct language is a language which no longer has any native speakers, in contrast to a dead language, which is a language which has stopped changing in grammar and vocabulary. Normally this conversion to an extinct language occurs when a language undergoes language death while being directly replaced by a different one. For example, Coptic, which was replaced by Arabic, and many Native American languages, which were replaced by English, French, Spanish, or Portuguese.

Language extinction also occurs when a language undergoes rapid evolution or assimilation until it eventually gives birth to an offspring, i.e., a dissimilar language or family of languages. Such is the case with Latin; an extinct language which serves as the parent of the modern Romance languages. Likewise Sanskrit is the parent of the modern Indian languages and Old English is the parent of Modern English.

In some cases, an extinct language remains in use for scientific, legal, or ecclesiastical functions. Sanskrit, Latin, Ancient Greek, Old Church Slavonic, Avestan, Coptic, Old Tibetan and Ge'ez are among the many extinct languages used as sacred languages.

Adapted from: Wikipedia free encyclopaedia

Task 3

Andi and Retno meet at the school gate. They have a conversation along the way to the classroom.

- Andi : Hi, good morning.
- Retno : Morning Andi. Do you know that I will submit my project today? Do you have a minute to read it?
- Andi : Sure. Well, ... it's really good. But wait a minute, there is something wrong here. You have no consistency in your English. Do you mean to use British or American English?

- Retno : Really? Let me see. Oh, you're right.
- Andi : You must be consistent.
- Andi : Yes, but my knowledge of the differences between American and British English is very limited. In addition, the spelling program in my computer is out of work.
- Andi : Anyway, to revise your project, you have to decide whether you use British or American English. I propose that you write it in British English.
- Retno : You're right friend. I'll use British English. Would you help me?
- Andi : Okay.
- Retno : Andi, could you show me the mistakes here in my project? I'll make some notes. How about underlining the mistakes?
- Andi : Fine, let me do it.
- Retno : Oh it's many. Can you show me one of the mistakes?
- Andi : Let me show you one. The word "traveled" here should be with double l if you use British English.
- Retno : I see. I'll revise it as soon as possible. Thanks, Andi.
- Andi : You're welcome.

UNIT IV SHOULD STUDENTS BE ALLOWED TO TAKE PART TIME JOBS?

Task 3

- Anita : Hey Denias, I've got something to tell you.
- Denias : What is it about? Tell me then.
- Anita : I've been thinking to take a part time job, and I found a perfect job for me advertised in the newspaper yesterday.
- Denias : Are you crazy? You must be joking! Anita, are you sure doing this? Have you considered all the consequences?
- Anita : Sure I have. Listen to me, Denias. I strongly believe that taking a part time job helps me learn about responsibility, time management, and improving my interpersonal communication skills.
- Denias : Well, those might be true, but I'm standing in a position that you may not perform your best on both your study and work. You should think about lack of sleep, insufficient time to focus on schoolwork, and conflicts with extracurricular activities.
- Anita : Get real, Denias. It's not only me, a student who works part time. Many students succeed maintaining good grade at school while working.
- Denias : You're right. However, some other students fail to perform the best on schoolwork.
- Anita : Yeah, I know, Denias. Just wish me luck.
- Denias : Sure, I do wish you the best of luck.

Task 8

My dear students, taking a part time job while studying is surely a great challenge. However, you must remember that school should always come first. Schoolwork, including homework and studying for tests, should always be your top priority. Also consider that taking part time job means that you will have less time for extracurricular activities you choose at school. These are all issues you have to think about when you are considering working part-time.

However, for students who have committed working part time, you should always let your employers know what your time limits are. If you are rushing through your assignment or not studying enough for tests because of work, it's time to cut back or quit and find a less time-consuming job. If you are being pressured to work more hours than you can handle, you need to find a new place to work. You also need to make sure that a job won't prevent you from getting enough rest. I would guarantee that students who show up for school tired are not alert and therefore are not learning all they can.

Adapted from: <http://www.collegeboard.com>

Task 9

- Anita : Dad, look at this job vacancy! It's a part time job for students of Senior High. Hmm, I think it's worth doing.
- Father : What are you talking about, sweet heart. Don't tell say that you're interested in taking part time job!
- Anita : Oh, come on Dad, would you allow me to take a part time job, please.
- Father : No, dear. I wouldn't let you get a job before you finish your study. Your job is to be a student.
- Anita : But, Dad, I'd be very grateful if you'd just let me take the part time job.
- Father : Oh, dear, don't you realize that you have everything paid for by your parents. You don't have to earn money.
- Anita : Yeah, I know Dad. But it's not about making money! By taking a part time job, I could gain some work experience, moreover, this job is related to my study. I'm sure it will help me in the future.
- Father : Yeah, I understand and I know it's a good job. But how can you manage your time?
- Anita : I promise to manage my time well. Schoolwork, including homework and studying for tests, should always be my top priority!
- Father : Are you sure you can do that?
- Anita : I am sure I can. That's a promise, Dad. So, would you allow me to take this opportunity?
- Father : _____

Task 14

Although working and going to school is challenging, it can be a rewarding experience if you use some foresight. If you do decide to take on a part-time job, check out the tips below on how to handle the situation and make the most of your time:

- To avoid time conflicts, try to plan your class and work schedules as far ahead of time as possible.
- Use your time efficiently You can use 10 minutes waiting in a line to go over a few pages of assigned reading.
- Be flexible and willing to make sacrifices You may have to cut down on some things you'd like to do because of your school and work commitments.
- Start slowly. Don't commit working a lot of hours immediately.
- If you commute to your job on public transportation, bring your schoolwork with you so you can work along the way.
- Get in touch with your school counsellor if you feel you would benefit from discussing your situation with someone who can help.
- Schedule relaxation time. Everyone needs some downtime to be happy.

Adapted from: <http://www.collegeboard.com>

UNIT V THE PENALTY SHOULD BE INCREASED.

Task 3

- Retno : Adib, have you heard the news?
- Adib : No, I woke up late this morning. What is it about?
- Retno : "Flying Air" plane overran the runway and caught fire.
- Adib : What? Another plane crash? Oh my God! Imagine, there have been more than three plane crashes occurred in the past three years! Then do you know what caused the crash?
- Retno : The police accused one of the passengers of using cell phone on the flight. It disturbed the navigation system which then made the plane crashed.
- Adib : Well, a good passenger should have known that using cell phone during the flight is forbidden.
- Retno : You're right. And finally that careless passenger admitted using the cell phone on the flight.
- Adib : Then, how many passengers were hurt / injured?
- Retno : It was reported that none of the passengers were hurt in the plane crash.

Task 6

After passing above clouds or turbulence, the Captain will turn off the Fasten Seat Belt sign, but usually, the aircraft is still climbing to its cruising altitude. The flight attendants will then invite the passengers to release their seat belts if needed.

“Ladies and gentlemen, the Captain has turned off the Fasten Seat Belt sign, and you may now move around the cabin. However, we always recommend to keep your seat belt fastened while you’re seated. You may now turn on your electronic devices such as calculators, CD players and laptop computers. In a few moments, the flight attendants will be passing around the cabin to offer you hot or cold drinks, as well as breakfast/dinner/supper/a light meal/a snack. Now, sit back, relax, and enjoy the flight. Thank you.”

Adapted from: <http://www.airodyssey.com>

Task 8

- Retno : Yesterday was my bad day!
- Adib : What has happened?
- Retno : A police officer pulled me over on my way home!
- Adib : Did you commit traffic offences?
- Retno : No, I didn't!
- Adib : Then, what was the problem?
- Retno : I didn't wear a standard helmet! And I was charged a-Rp50.000,00 fine!
- Adib : Well, it serves you right! I've told you a thousand times.
- Retno : Yeah, I was wrong, but why should the penalty be fine?
- Adib : Of course, if it's only a warning, people will simply ignore that! So the penalty is increased.
- Retno : But, take a look at me now! I'm penniless.
- Adib : You wouldn't have said that if you had bought the helmet soon after the policy was issued!
- Retno : Yeah, you're right!
- Adib : So, what are you going to do?
- Retno : Well, now I fully intend to buy a standard helmet. I'm buying the helmet tomorrow.
- Adib : Okay. It sounds good.

Task 11

1. I didn't commit traffic offenses.
2. I didn't commit traffic offenses.
3. I didn't commit traffic offenses.
4. I didn't commit traffic offenses.

Task 13

Choosing a Helmet

Here's the best way to try on your helmet:

- Hold it by the chin straps.
- Put your thumbs on the inside of the straps, balancing the helmet with your fingertips.
- Spread the sides of the helmet apart slightly and slip it down over your head.
- The helmet should fit snugly and may even feel a bit too tight until it's in place correctly.
- Once the helmet is on your head, make a few other checks of its fit, before fastening the chin strap.
- With the helmet still on and securely fastened, move it from side to side and up and down with your hands.
- Now, with the chin strap still securely fastened and your head straight, try rolling the helmet forward off your head. You shouldn't be able to pull it off. If you can the helmet is too big.
- Take off the helmet. Does your head feel sore anywhere. Are there any red spots on your forehead? If so, choose the next larger size or try a different brand of helmet.

Adapted from: Motorcyclist Magazine, February 1991

UNIT VI I AM VERY HONOURED TO DELIVER THIS SPEECH.

Task 4

“Responsible Practices for Sharing Avian Influenza Viruses”

A Speech by: H.E. Dr. Susilo Bambang Yudhoyono

Assalamu'alikum wr. wb. Good Morning,

The Excellencies Ministers, Ambassador, Member of Parliament, and Distinguished Participant.

Ladies and Gentlemen

I am very honoured to stand before you all to deliver a speech concerning our current public security issues about bird flu.

Let me begin by giving you a very warm welcome along with hope that this important meeting will result with success.

Nothing is more worrying for us today than the spectre of avian flu pandemic. To date, avian influenza has infected 281 people, including 68 Indonesians.

A flu pandemic will continue to spread, infect and kill until it has no more human flesh to live on. Millions of people around the world could die a tragic death from the pandemic. It is quiet clear therefore that the avian flu is everybody's problem. We have been alarmed that the virus has suddenly crossed the species barrier and H5N1 human cases have been found in many parts of the world.

It is therefore our duty to work together to ensure that a pandemic does not happen in our time. And it is our responsibility to ensure that all the nations of the world are prepared to prevent and fight it. This is everybody's business, because if one is at risk, all is at risk.

We are very grateful that you have answered our call to address the important issues concerning the international cooperation on sharing avian flu viruses.

Ladies and gentlemen,

I hope that this Meeting will result in constructive discussions on an issue that is at the heart of our national security.

Finally, by saying “Bismillahirrahmanirrahim”, I now take great pleasure to declare this High-Level Meeting open.

Thank you very much.

Wassalamu'alaikum wr. wb.

Adapted from: <http://www.presidenri.go.id>

Task 7

Ladies and Gentlemen,

Good morning.

First of all, I'd like to thank the organizer and the audience for inviting me here today. My name is Virga. I am from Health Department. I'm going to tell you about Bird Flu. My talk is about Avian Influenza (Bird Flu) and Avian Influenza A (H5N1) Virus.

I Have Divided Our Talk Into two Parts. They Are: Avian Influenza In Birds and Avian Influenza A (H5N1) Virus.

Let's have a look at the flow chart on the spread of the bird flu virus to the human.

Let me now turn to the first part, Avian Influenza in birds. Avian influenza is an infection caused by bird flu viruses. These viruses occur naturally among birds. Wild birds worldwide carry the viruses in their intestines, but usually do not get sick from them. However, avian influenza can easily kill chickens, ducks, etc. They may be infected with avian influenza virus through direct contact with infected waterfowl or contaminated surfaces.

Ok, let's move to the next part. "H5N1 virus" is influenza A virus subtype that occurs in birds. It is highly infectious among birds and can be deadly to them. H5N1 virus does not usually infect people, but the infections have occurred in humans. The most cases have resulted from people having direct contact with H5N1 infected poultry or H5N1 contaminated surfaces.

The thing to remember is that we must keep our body clean and healthy especially with birds.

Let me try to conclude the presentation today. Waterfowl can carry H5N1 with few effects. Yet, when the virus is infected to chickens, it can be deadly. The virus can pass to human who are in close contact with infected birds.

Let me finish here. I thank you so much for the attention.

Good morning.

Adapted from: <http://www.who.int>

UNIT VII THE MOTION FOR TODAY'S DEBATE IS THAT SMOKING IN PUBLIC PLACES SHOULD BE BANNED.

Task 6

Moderator: Good morning, Ladies and Gentlemen. Welcome to the debate contest in the hall of SMA 6 Yogyakarta. The motion for today is the house believes that smoking in public places should be banned. We have two teams; they are the affirmative to represent the government and the negative to represent the opposition. From the affirmative team, we have Miss Reni Virga, Mr Deny, and Miss Yuli Ayu. While in the negative team, we have Miss Anita, Mr Andi, and Miss Retno.

Ladies and gentlemen, let the debate begin.

Now, I invite the first speaker from the affirmative team. Please welcome, Miss Virga.

Virga: Good morning. Nowadays, many people have realized the negative effects from smoking cigarette. The current problem is that there is still a possible danger from smoke since smokers can light cigar everywhere. Therefore, this situation leads to the need for a better regulation for smokers. The motion is the house believes that smoking in public places should be banned. The definition is that people are not allowed to smoke any cigar in public places such as in the bars, companies, etc. Our team line is that smoking in public places is very harmful not only for the smokers themselves but also for the people nearby.

Here's our team split. As the first speaker, I will tell you the impact of smoking for people nearby, the second speaker will examine smoking as a social activity in public places, and the third speaker will sum up the case.

Let me begin my argument. Smoking does not just harm the smoker; it also harms people nearby, or so-called passive smokers. Smokers choose to smoke, but people nearby do not choose to smoke passively. Some countries like South Africa, New Zealand, Italy and the Republic of Ireland has already banned smoking in enclosed public places. Therefore, it is very urgent to ban smoking in public places to protect Indonesian people.

Moderator: Now, I invite the first speaker from the negative team. Please welcome, Miss Anita.

Anita: The team line for the negative is that smoking in public places will not be that harmful as long as people are aware to take care of themselves.

Here's our team split. The first speaker will tell you some adults' accepted view of smoking. The second speaker will examine the impact of

banning smoking for bars, clubs, etc, and the third will try to conclude the case.

Let me present my rebuttal. Passive smokers do choose to breathe in other people's smoke. If they do not want to smoke passively, easily they do not need to go to places where smoking is allowed.

Some people are quite happy to work in smoky places. In any case, workers should be allowed to choose to work in dangerous conditions. This is accepted for jobs like mining, fishing and the armed forces. There is a risk of an exposed danger from those kinds of works. Individuals decide that they are better doing this work than not having a job at all. A complete ban is not necessary to protect workers anyway; ventilation fans can remove most smoke.

Moderator: I invite the second speaker from the affirmative team. Please welcome, Mr Deny.

Deny: In most countries, safety standards do not allow workers to be exposed to unnecessary danger, even if they agree. Workers should not be exposed to other people's smoke, since they may not have made a free choice to do so. That's my rebuttal.

A ban would encourage smokers to smoke less or give up. If smoking was banned in public places, it would no longer be a social activity. One third of smokers in Scotland said the ban was helping them to cut down. If smoking was a less social activity, fewer people would start smoking. In many countries, governments pay all or some of the cost of treating smoking-related diseases. This means that governments should have a right to discourage smoking.

Moderator: I invite the second speaker from the negative team. Please welcome, Mr Andy.

Andy: It is legal to smoke tobacco, so governments have no right to try to make people stop. Smokers fund their own healthcare through the high taxes they pay on tobacco.

A ban on smoking in public places would drive many bars, pubs and clubs out of business. Smokers would not go to these places. These businesses would also earn less money from selling tobacco. In many places, pubs and Working Men's Clubs are important social places for communities. They also provide jobs for people with few skills in places with little other work. It is therefore important that they survive. After a ban was introduced in New South Wales (Australia), there is a 9%-drop reported in trade of restaurants.

Moderator: I invite the third speaker from the affirmative team. Please welcome, Miss Ayu.

Ayu: It is more important to protect people's health than to protect businesses. Pubs and clubs should adapt, for example by trying to earn more money from selling food.

We agree that smokers have the right to smoke, however non-smokers have the right to breathe in unpolluted fresh air as well. It is also unnecessary for people to work; while in some extent they are exposed to unnecessary danger like smoke from smokers.

That's why it is important to soon ban smoking from public.

Moderator: I invite the third speaker from the negative team. Please welcome, Miss Retno.

Retno: If enough people want to go to non-smoking bars, companies will set up non-smoking bars. If there are no non-smoking bars, this suggests that very few people want them.

In fact, some people don't mind to be or stay with smokers. They also realize the smoke may harm them, since it is acceptable for people to work in dangerous condition. It is also unfair to turn working men in bars into jobless since no smokers will drop by.

Therefore, there is no need to ban smoking in public places.

Moderator: I invite the reply speaker from the negative team. Please welcome, Miss Retno.

Ayu: Some people don't really mind to be in smoky places and breathe in. It is also an accepted view among adults to smoke although it is harmful to bodies to some extent. Banning people will turn out some business and many workers will turn into jobless.

It is ridiculous for the government to claim the right to discourage smoking for the funds spent on treating smoking-related diseases, since the smokers also pay for the high taxes from cigarette.

Moderator: I invite the reply speaker from the affirmative team. Please welcome, Miss Retno.

Retno: The proposition that government should ban smoking in public places is making any sense. The reasons are smoking is harmful not only for smokers but also people nearby and workers are also not allowed to be exposed to unnecessary danger such as smoke.

It is far more worthy to use the government's fund to other sectors than to treat smoking related-diseases. That's why the house should ban smoking in public places.

Moderator: Ladies and Gentlemen. It is time for the adjudicators to make a discussion and then, after a while, decide the winner of the debate.

Adapted from: <http://idebate.org>

UNIT REVIEW 1

1. Woman: Waiter! Something must be done about this soup. I see a little tiny black living thing swimming in my soup!
Man: We do apologize, Ma'am. I'll bring you another bowl. Please wait for a moment.
Narrator: What will the man probably do then?

2. Woman: I think you're the one to blame for my broken glasses. You stepped on them.
Man: Who let them lie on the floor?
Narrator: What does the man imply?

3. Man: Can you tell me about unemployment? What is it actually?
Woman: I wish I knew more about it.
Narrator: What does the woman imply?

4. Woman: Would there be any possibility to stop poverty?
Man: Perhaps.
Narrator: What does the man mean?

5. Man : I am really, really bored. I should have something to do.
Woman: Why don't we rent movies?
Narrator: What does the woman mean?

6. Woman: So, how should I begin writing an essay?
Man : Well, first of all, you must select the topic and then write the draft.
Narrator: What is the man doing?

7. Man : Do you like living in a village or city?
Woman: Well, for one thing, there's no traffic jam in a village which I'm really sick of.
Narrator: What does the woman imply?

8. Woman: Can I have my own car, dad?

Man : Not until you're 20.

Narrator: What does the man mean?

9. Man : Will you promise to study well if I buy you a motorcycle?

Woman: I give you my word, Dad.

Narrator: What does the woman mean?

31. It's a great pleasure to stand before you all to deliver this speech, tonight.

32. Let me express my warmest welcome for you all to this very special occasion.

33. Now, I'd like to turn into the next section of my presentation, namely the impact of climate change towards the harvest time.

34. The House of Representatives believes that man should not marry more than one woman.

35. The House of Representatives believes that children should not be exposed to TV.

UNIT VIII LET ME TELL YOU A STORY ABOUT FAIRIES.

Task 3

- Denias: Virga, are you doing anything tonight?
- Virga: Yeah, I'm planning to rent some movies and spend the night watching them.
- Denias: Well, it sounds good. But, actually I've got 2 tickets to watch a play tonight at 7 p.m. at city hall. I wonder if you're interested to go with me.
- Virga: A play? Tonight? Are you sure? Isn't it supposed to be on Thursday?
- Denias: No, it's playing on Friday, tonight! You must have got the wrong information. The play is entitled *The Fairies' Cake*. It's adapted from a fairytale.
- Virga: Well, it sounds really interesting, but you're a bit too late. I've rented the movies.
- Denias: Oow, come on Virga. You can always watch them next time, while the play is only played tonight! You're not going to let me down, are you?
- Virga: But I have to return the movies on time, unless I'll be fined.
- Denias: Wait a minute, when did you rent the movie? Remember that if you rent more than 5 movies, you'll get a day extra.
- Virga: I rented them today, Friday 18th. So ...ehm...I have to return them on Sunday 20th.
- Denias: So?
- Virga: All right then!
- Denias : Okay, I'm sure you'd enjoy the play more!

Task 7

- Virga: Denias, you told me that the play is adapted from a fairy tale. Have you heard or read the story? The title sounds so interesting
- Denias: Yeah, I have ever heard the story told by my English teacher.
- Virga: Won't you tell me the story, please.

- Denias: Hey, it's not going to be interesting if you know the story!
- Virga: Ow, come on Denias. How can I persuade you to tell me a bit about the story?
- Denias: Trust me! It's not going to be surprising if I let you know the story!
- Virga: But, in fact, you knew the story before. I think it would be a pity if we didn't know the story first.
- Denias: Virga, I just happened to know the story, and I think you'll enjoy watching the play without knowing the story more.
- Virga: All right, maybe you're right.

Task 8

Two years ago, I was living with my husband and 3 children in the Middle East. My family was not religious and my own Spiritual belief had only been ignited a few weeks earlier and I had not yet got comfortable enough with the thoughts and words to share it with my family. My two boys were out playing with two friends within our walled housing compound, when one of their friends was run over and killed by a reversing truck. The horror and pain of this event was and is indescribable. That night, I lay down with each of my boys and stroked them and talked to them while they cried and fell asleep. The smaller of the two, who was aged 7 at the time, turned to me when his sobs had subsided a little and he said, Mom, what are shoulder **fairies**? I looked at him, surprised and eventually, I asked him if he had seen shoulder **fairies** (we had never spoken about angels). He told me that he had seen two shoulder fairies on his friends' shoulders, and watched them float upwards.

He still remembers them today.

By Liz & Mike Waddell

Taken from <http://www.heavenlyideas.com>

Task 10

- Virga: We had a good time, didn't we? It was a great play!
- Denias: You're right! Anyway, which part of the play did you like most?
- Virga: In the part when Lucy finally regretted for not making the cake for the fairies. What do you think the best part of the play was?
- Denias: Ehm, I think the best part was when Lucy tried to prevent the fairies from turning her into a tree.
- Virga: Ow, yeah. She did anything to prevent the spell from happening.
- Denias: Well, every part of the play was so amusing!
- Virga: You can say that again!

Task 14

Once upon a time in the middle of a thick forest lived a pretty little girl known as Little Red Riding Hood. One day, she was sent by her Mummy to visit her ill Grandma. "Take her this basket of cakes, but be very careful. Keep to the path through the wood and don't ever stop."

However, the little girl was soon to forget her mother's wise words. She stopped to pick strawberry, cease butterfly, and pick a bunch of flower. In the meantime, two wicked eyes were spying on her from behind a tree.

As she reached the path again, the sound of a gruff voice said: "Where are you going, my pretty girl, all alone in the woods?"

"I'm taking Grandma some cakes. She lives at the end of the path," said Little Red Riding Hood. When he heard this, the wolf politely asked: "Does Grandma live by herself?" "Oh, yes," she replied, "and she never opens the door to strangers!" "Goodbye. Perhaps we'll meet again," replied the wolf. Then he was thinking to himself "I'll gobble the grandmother first, and then lie in wait for the grandchild!"

Knock! Knock! The wolf knocked on the door.

"Who's there?" cried Grandma from her bed.

"It's me, Little Red Riding Hood. I've brought you some cakes because you're ill," replied the wolf, trying hard to hide his gruff voice.

Lift the latch and come in," said Grandma, unaware of anything wrong, till a horrible shadow appeared on the wall. Poor Grandma!

In a single mouthful, the wolf swallowed the old lady.

Soon after, Little Red Riding Hood tapped on the door. "Grandma, can I come in?" she called.

Now, the wolf had put on the old lady's shawl and cap and slipped into the bed. Trying to imitate Grandma's little voice, he replied: "Open the latch and come in!"

Jumping out of bed, the mean wolf swallowed her up too. Then, with a fat full tummy, he fell asleep.

In the meantime, there was a hunter who had spent a lot of time trying to catch a large wolf but had lost its tracks. "I must prevent the wolf from terrorizing the neighbourhood." Noticing the cottage, he decided to stop and ask for a drink. He could hear a strange whistling sound coming from inside the cottage. He peered through the window and saw the large wolf, with a fat full tummy, snoring away in Grandma's bed. Without making a sound, the hunter carefully loaded his gun and pointed the barrel straight at the wolf's head and BANG! The wolf was dead.

He cut open the wolf's stomach and to his amazement, out popped Grandma and Little Red Riding Hood, safe and unharmed.

"It's safe to go home now," the hunter told Little Red Riding Hood. "The big bad wolf is dead and gone". Much later, Little Red Riding Hood's mother arrived. And when she saw Little Red Riding Hood, safe and sound, she burst into tears of joy. "I finally regretted for ignoring your advice, Mom," Little Red Riding Hood told her Mommy.

Adapted from: <http://ivyjoy.com/fables>

UNIT IX THERE IS DEFINITELY A LOT OF HELPFUL INFORMATION IN THE BOOK.

Task 2

The last Harry Potter book sequel has just been released. Andi and Retno really want to get the book, but they have not got enough money to buy the book.

- Retno : I wish I had enough money to buy the book. I can't wait to find out how the story ends.
- Andi : I also expect the same. Well, my savings are almost enough to buy it. I just need Rp15.000,00 more. I hope I can buy it by the end of this month.
- Retno : Well, lucky you. I won't be able to buy the book till next month.
- Andi : That's okay. You can borrow the book from me when I have finished reading it.
- Retno : Thank you.
- Andi : Hey, I got an idea. Why don't you borrow some money from me to buy the book? I can lend some to you.
- Retno : Yeah, that's a good idea. Next month, I'll return the money to you. I can't wait to complete my collection any longer.
- Andi : Absolutely. I also intend to complete my collection.
- Retno : Great! So, why don't we go to the bookstore now?

Task 4

Retno and Andi are in the bookstore. They meet Virga there. She also wants to buy the book. In fact, they are all Harry Potter's fans!

- Retno : Hey, look. It's Virga, isn't it?
- Andi : Yeah, you're right. Let's greet her.
- Retno : Hi, Virga. Want to buy a book too?
- Virga : Hi, guys. Yes, I'd like to buy the last book of Harry Potter. Harry Potter and the Deathly Hallows.
- Andi : We're here to buy that, too. I don't know that you like it.
- Virga : Well, I must say that I'm number one fan. I really love it.
- Retno : Wow, it's great to meet another fan of Harry Potter. We'll have a lot to discuss.
- Virga : Sure. By the way, *I have every intention of setting up a Harry Potter Fans Club* in our school.

- Andi : Hey, that's a good idea. There must be a lot of them who are Harry Potter fans, too.
- Retno : So what's your idea to start the club?
- Virga : I will propose the idea to the Students' Association first.
- Andi : *I do hope that they accept the proposal.*
- Retno : Me too.

Task 5

Harry Potter and the Deathly Hallows is the last book of the Harry Potter series written by the famous novelist J.K. Rowling. The magical world as well as the muggle world are in danger with the reappearance of Voldermort the Dark Lord and so is Harry. As Dumbledore died earlier, Harry is now to seek his protection by his own. Harry, Hermoine and Ron with the aim of finding and destroying the remaining Horcruxes in order to defeat Voldermort, are making their terrific journey facing numerous challenges. They succeed in destroying all of them but one, which they come to know, is Harry himself. Anyhow, Rowling has ended the story by making Harry succeed in this attempt. We can say Rowling has made this book the super climax of the complete story series, because it is in this book, Harry and Voldermort are fighting a battle where we the readers are anxious "who will die? who will live?" Harry's determination, bravery and his friends' support in the battle for life is highlighted in this book. Also, Snape's loyalty to Dumbledore which was in question before, is revealed, providing the curious readers with satisfying facts. Finally in concluding the comment, we can state that the author has given a happy ending to the series, satisfying Harry Potter readers.

<http://www.powells.com/biblio?isbn=9780545010221>

UNIT X CHECK OUT THESE GREAT FRIENDSHIP MOVIES.

Task 3

- Adib : Well, here we are. We'd better hurry decide what movie to watch.
- Retno : Okay, here they go: Die Hard 4; Pulau Hantu; Get Married; Beowulf! Which one do you like, Andy?
- Andy : Not another horror movie, please! It is totally frightening.
- Retno : All right, now we eliminate Pulau Hantu! There are still 3 movies left.
- Adib : Well, I think it's a good idea to watch action movie! What about Die Hard 4?

Retno : Oh no! Definitely not my type! It's totally horrible!

Adib : Come on Retno! It's surely cool!

Retno : What did you say? Cool? Watching people killing and firing gun is cool? What a cruel movie!

Andy : Okay, guys...no need to argue! Let's make up our mind! Last week we watched animated movie right? So, I bet you are not in the mood for animated movie anymore. Beowulf is out of the list. So why don't we watch Get Married?

Retno : Good idea!

Adib : What? No way! I don't think I'll like it. I can't stand drama romantic movie.

Andy : You'll like it, Adib! Trust me! I've read the movie review in the magazine, and it says that there'll be action scenes in the movie. The review also rates five out of five stars!

Adib : Really? I think I'm curious. Shall we buy the ticket now?

Andy and Retno : Right away, guys!

Task 9

Andy : Well, guys, what do you think about Get Married? It's exactly like what I read in the review.

Adib : Yeah, Andy. You're right about the action scenes. Though it wasn't really action scene, but the fight was truly great!

Retno : I must say that the movie was awesome, but the dialogue was sometimes rude. Moreover the scenes of the fight!

Adib : I think the dialogue and the fight were so natural! It exactly the same as what happen in the real life!

Andy : Okay, guys. No matter what your opinions about the movie are, you had a good time, didn't you?

Adib and Retno : Yeah!

Task 11

I Am Legend Review

One man and his dog survive in a near future New York where a manmade virus has killed most of the world's population and transformed others into ravaging monsters. Will Smith stars in this latest adaptation of Richard Matheson's classic novel. The movies have given us some classic visions of a world in which human civilisation has been destroyed, and a fair share of them are based on, or inspired by, just one novel: Richard Matheson's 'I Am Legend'.

Although the digital effects have a few ropery moments, they enable director Francis Lawrence and his collaborators to create a chilling vision of a Manhattan populated by only one healthy human.

The post-apocalyptic city is first introduced with a lack of thriving city noises: no cars, no horns, no yelling, just birds.

Adapted from: <http://www.channel4.com>

Task 13

Here is a movie on friendship you can watch with your friends, entitled "Son of Rambow". Rambow is the story of Will (Bill Milner), the eldest son of a fatherless Plymouth Brethren family. Living a sheltered and lonely existence, Will is not allowed to mix with non-Brethren kids, listen to music or watch TV. That is until he crosses paths with the naughty but lovable boy, Lee Carter (Will Poulter). When Will's active imagination is exposed to its bombastic action, his world is changed forever. As Will's imagination goes into overdrive, Son of Rambow features a perfectly-realized 80s period setting. It presents some nostalgic product placement, costumes and make-up, some memory-music and some seriously mobile phones, several scenes of interactive animations.

An ode to friendship, childhood wonderment and the magic of movies, Son of Rambow is a beautiful, sentimental, heart warming, wholly original piece of film-making and a joy to behold.

Friendship is predicted to be the most attention-grabbing theme for movies next year. Meanwhile, movie reviewers are still speculating about how the audience will respond to the change of the theme. In the last few years, audience was influenced by horror movies.

Adapted from <http://www.en.epochtimes.com>

UNIT XI LETS ENJOY DRAMAS, SHORT STORIES, AND NOVELS

Task 3

NARRATOR : This play is *All for a Pansa*. It is a folktale from India. Long ago in India, there lived a merchant who was not at all happy with his only son. His mother always thought the best of him, however, and was continually making excuses for him.

MERCHANT : He just doesn't listen. I don't know how he can be my son.

WIFE : Don't say that. He's our dear child. He just needs some extra attention.

MERCHANT : You give him way too much attention as it is! I don't know how we're ever going to find a wife for him. Let's face it, the boy is lazy.

WIFE : Please, just give him one more chance to prove himself.

MERCHANT : He's already had way too many chances!

WIFE : Just one more, for me. Please? Pretty please?

MERCHANT : All right. But that fool is going to have work for it. He's going to have to think. [SON enters.]

SON : Hello, Father and Mother. How are you today?

MERCHANT : Fine, fine. I have something I want you to do. I will give you one last chance to prove yourself.

SON : What can I do?

MERCHANT : I am going to give you this pansa. I want you to go to the bazaar. With this one pansa, buy something to eat, something to drink, something for the cow to chew on and something to plant in the garden.

SON : What? How do you expect me to do that with only one pansa? That's not fair!

MERCHANT
and WIFE : (with hands on hips) LOTS OF THINGS IN LIFE AREN'T FAIR!

SON : I'll show you, father. I can do it! (to audience) Somehow. [MERCHANT, WIFE and SON exit.] [SON enters with the IRONSMITH'S DAUGHTER carrying a watermelon.]

SON : Here's a watermelon, father. It provides something to eat, something to drink, something for the cow to chew on, and something to plant in the garden.

MERCHANT : So it does. I'm impressed!

WIFE : I knew you could do it, son.

SON : Actually, it was the ironsmith's daughter who had the idea.

MERCHANT : And you don't hog the credit, either. That's two good moves. Young lady, how did you think of such a fine solution?

IRONSMITH'S
DAUGHTER : Well, a watermelon takes care of all your conditions.

MERCHANT : Indeed it does. I am proud of you both. Young lady, I would like to invite your family to my house to celebrate. It seems like our families should get to know one another better.

IRONSMITH'S

DAUGHTER : Thank you. I would like that.

MERCHANT : (to audience) Young people! Just when you're ready to give up on them, they surprise you! And to think I didn't have any idea myself how to solve that riddle!

UNIT XII DO YOU KNOW THE SOUNDTRACK OF TITANIC?

Task 10

My Heart Will Go On

(Celine Dion)

Every night in my dreams
I see you, I feel you,
That is how I know you go on

Far **across** the distance
And **spaces** between us
You have **come to** show you go on

Near, far, **wherever** you are
I believe that the heart **does** go on
Once more you open the door
And you're here in my heart
And my heart will go on and on

Love can **touch** us one time
And last for a **lifetime**
And never let go till we're one

Love was when I loved you
One true time I hold to
In my life we'll always go on

Near, **far** wherever you are
I believe that the **heart** does go on
Once more you open the door
And you're here in my heart
And my heart will go on and on

There is some love that will not go away

You're here, there's nothing I **fear**
And I know that my heart will go on
We'll stay forever this way
You are **safe** in my heart
And my heart will go on and on

UNIT XIII POETRY PART 2

Task 5

Actors Wear a Special Mask

(Robert devisee)

Actors wear a special mask:

One that's most revealing.

When they pretend they're someone else

They hang themselves to dry.

The tears and screams they've made their task

Leave nothing for concealing.

Each wound must bleed again, or else

The audience won't cry.

Task 8

Stopping by Woods on a Snowy Evening

(Robert Frost)

Whose woods these are I think I know.

His house is in the village, though;

He will not see me stopping here

To watch his woods fill up with snow.

My little horse must think it queer

To stop without a farmhouse near

Between the woods and frozen lake

The darkest evening of the year.

He gives his harness bells a shake

To ask if there is some mistake.

The only other sound's the sweep

Of easy wind and downy flake.

The woods are lovely, dark, and deep,

But I have promises to keep,

And miles to go before I sleep,

And miles to go before I sleep.

UNIT REVIEW SEMESTER 2

1. Man : The last time I saw my flash disk was on your table, and now it's missing.
Woman : Are you accusing me of stealing?
Narrator: What does the woman mean?
2. Woman : Oh God, I was so disturbed by the ringing mobile phone on the exam.
Man : I'm sorry it was my fault.
Narrator: What does the man mean?
3. Woman : I plan to buy a standard helmet tomorrow. Will you take me to the store?
Man : Sure, I will.
Narrator: What does the woman imply?
4. Man : Why didn't you come to the party last night?
Woman : I had hoped to go to the party but in the end I couldn't.
Narrator: What does the man imply?
5. Man : Are you doing anything tonight?
Woman : I'm going to the cinema.
Narrator: What does the woman mean?
6. Man : I don't think working while studying is a good idea.
Woman : Oh, it will be a pity if you won't let me try this job.
Narrator: What is the woman doing?
7. Woman : I'm sorry for making so much mess.
Man : Well, you'd better be careful next time.
Narrator: What does the woman imply?
8. Woman : Oh my God, the wind blows hard all day.
Man : I should prevent the children from playing outside.
Narrator: What does the man mean?
9. Woman : The librarian should pay more attention to the maintenance of books in the library.
Man : I also expect the same.
Narrator : What does the man imply?

10. Man : What do you think of the movie?
Woman : I think the jokes were ridiculous!
Narrator : What does the woman mean?

1. For number 31

YUUKI: Wait! The earth **MOVED** under my feet! I think it **WAS** an earthquake!

1st VILLAGER: Come on, Yuuki! Always thinking the worst.

2nd VILLAGER: We have not had an earthquake in a long time. What makes you think we are going to have one now?

2. For number 32 and 33

NARRATOR: *This play is "The Pumpkin in the Jar". It is folktale form the Philippines. This tale begins with King Adovis. While he is out hunting one day, he meets a maiden.*

3. For number 34 – 38

The Runner

(Walt Whitman)

On a flat road runs the well-train'd runner;
He is lean and sinewy, with muscular legs;
He is thinly clothed-he leans forward as he runs,
With lightly closed fists and arms partially rais'd.

4. For number 39 – 40

Donna Donna (OST GIE)

Sita RSD

On a waggon bound for **market**,
there`s a calf with a mournful eye.
High above him there`s a swallow
winging swiftly through the sky.

(Chorus)

How the winds are **laughing**,
they laugh with all their might.
Laugh and laugh the whole day through,
and half the summer`s night.
Donna, Donna, Donna, Donna; Donna, Donna, Donna, Don.
Donna, Donna, Donna, Donna; Donna, Donna, Donna, Don.

ANSWER KEY

Unit Review Semester 1

- | | | | | | |
|------|-------|-------|-------|-------|-------|
| 1. B | 6. A | 11. E | 16. B | 21. C | 26. C |
| 2. A | 7. B | 12. B | 17. C | 22. E | 27. A |
| 3. E | 8. D | 13. A | 18. B | 23. B | 28. E |
| 4. C | 9. A | 14. D | 19. E | 24. D | 29. A |
| 5. D | 10. C | 15. E | 20. A | 25. A | 30. E |

- | | | |
|-------|-------|-------|
| 31. B | 36. B | 41. A |
| 32. A | 37. B | |
| 33. C | 38. D | |
| 34. E | 39. C | |
| 35. A | 40. B | |

Unit Review Semester 2

REVIEW 2

- | | | | | | |
|------|-------|-------|-------|-------|-------|
| 1. C | 6. A | 11. D | 16. B | 21. E | 26. A |
| 2. B | 7. E | 12. A | 17. B | 22. C | 27. D |
| 3. E | 8. B | 13. C | 18. D | 23. E | 28. B |
| 4. D | 9. C | 14. B | 19. A | 24. B | 29. A |
| 5. C | 10. A | 15. B | 20. B | 25. D | 30. A |

- | | | |
|-------|-------|-------|
| 31. E | 36. A | 41. C |
| 32. A | 37. C | 42. B |
| 33. B | 38. A | 43. D |
| 34. B | 39. A | 44. D |
| 35. D | 40. C | 45. B |

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MINI DICTIONARY

abuse [ə'bjʊ:s] (<i>kkt, kb</i>)	: menyalahgunakan, penyalahgunaan
accustomed [ə'kʌstəmd] (<i>ks</i>)	: terbiasa
acquire [ə'kwaiə] (<i>kkt</i>)	: belajar, memperoleh
act [ækt] (<i>kkt</i>)	: memerankan
action ['ækʃən] (<i>kb</i>)	: laga/aksi
action ['ækʃən] (<i>kkt</i>)	: mulai
actor ['æktə] (<i>kb</i>)	: aktor/ pemeran pria
actress ['æktɹəs] (<i>kb</i>)	: aktris/ pemeran wanita
addicted [ə'dɪktɪd] (<i>ks</i>)	: kecanduan
adjudicators [ə'dʒʊ:dʒɪkətə] (<i>kb</i>)	: dewan juri
adjusted [ə'dʒʌstɪd] (<i>ks</i>)	: terbiasa
admire [əd'maɪə] (<i>kki</i>)	: mengagumi
adverse [əd'veɜ:s] (<i>ks</i>)	: merugikan
affirmative team [ə'fɜ:mətɪv ti:m] (<i>kb</i>)	: pihak setuju
afford [ə'fɔ:d] (<i>kkt</i>)	: mampu
animation [æni'meɪʃn] (<i>kb</i>)	: animasi
antagonist [æn'tæɡənɪst] (<i>kb</i>)	: tokoh antagonis
apparatus [əpə'reɪtəs] (<i>kb</i>)	: aparatur
argument [ˈɑ:gju:mənt] (<i>kb</i>)	: pendapat
artist [ˈɑ:tɪst] (<i>kb</i>)	: seniman
ascribe [ə'skraɪb] (<i>kkt</i>)	: berkaitan
assess [ə'ses] (<i>kkt</i>)	: menilai
attempt [ə'tempt] (<i>kkt</i>)	: berusaha
audience [ˈɔ:diəns] (<i>kb</i>)	: hadirin/peserta
auditory imagery [ɔ:di'tɔ:ri] (<i>kb</i>)	: pencitraan yang berhubungan dengan indra pendengaran
average [ˈævərɪdʒ] (<i>kb</i>)	: rata rata
aviation [eɪvɪ'eɪʃn] (<i>kb</i>)	: penerbangan
award [ə'wɔ:d] (<i>kb</i>)	: piala
ban [bæn] (<i>kkt</i>)	: melarang
banter ['bæntə] (<i>kb</i>)	: olok-olokan
bar chart [ba:tʃɑ:t] (<i>kb</i>)	: diagram batang
barrier ['bæriə] (<i>kb</i>)	: penghalang
behold [br'həʊld] (<i>kkt</i>)	: melihat
bench [bentʃ] (<i>kb</i>)	: bangku
bewitch [br'wɪtʃ] (<i>kkt</i>)	: menyihir
bind [baɪnd] (<i>kkt</i>)	: menjilid
blood vessel [blʌd 'vesl] (<i>kb</i>)	: pembuluh darah
board [bɔ:d] (<i>kkt</i>)	: naik
bombastic [bɒmbæstɪk] (<i>ks</i>)	: berlebihan

bookstore ['bʊkstɔː] (<i>kb</i>)	: toko buku
bootleg ['buːtleg] (<i>kb</i>)	: selundupan/ilegal
borne [bɔːn] (<i>kb</i>)	: bawaan
bow [bəʊ] (<i>kki</i>)	: membungkuk
box office ['bɒks 'ɒfɪs] (<i>kb</i>)	: penjualan tiket
break out ['breɪk 'aʊt] (<i>kki</i>)	: mulai, pecah
brotherhood ['brʌðəhʊd] (<i>kb</i>)	: persaudaraan
buck up ['bʌk 'ʌp] (<i>ks</i>)	: lincah, bersemangat
budget ['bʌdʒɪt] (<i>kkt</i>)	: mengatur
bulb [bʌlb] (<i>kb</i>)	: bola lampu
bully ['buli] (<i>kkt</i>)	: mengganggu, mengerjai
cameo role ['kæmiəʊ rəʊl] (<i>ks</i>)	: peran
carrier ['kæriə] (<i>kb</i>)	: sarana transportasi
cartoon [kɑːtuːn] (<i>kb</i>)	: kartun
caught-catch [kɔːt] (<i>kkt</i>)	: tertangkap
caulk ['kɔːzl] (<i>kkt</i>)	: mendempul
celebrity [sə'lebrɪti] (<i>kb</i>)	: selebriti, orang terkenal
character ['kærəktə] (<i>kb</i>)	: tokoh
charge [tʃɑːdʒ] (<i>kb</i>)	: tuntutan, tuduhan
charm [tʃɑːm] (<i>kb</i>)	: jimat
chemical ['kɛmɪkl] (<i>kb</i>)	: bahan kimia
chore [tʃɔː] (<i>kb</i>)	: pekerjaan, tugas
choreographer [kɔːrɪ'ɒgrəfə] (<i>kb</i>)	: penata tari
cinema ['sɪnəmə] (<i>kb</i>)	: bioskop
citizen ['sɪtɪzən] (<i>kb</i>)	: warga negara
climate ['klaɪmət] (<i>kb</i>)	: iklim
collection [kə'leɪʃən] (<i>kb</i>)	: koleksi
comedy ['kɒmədi] (<i>kb</i>)	: komedi/lucu
commit [kə'mɪt] (<i>kkt</i>)	: berbuat, melakukan
commute [kə'mjuːt] (<i>kki</i>)	: pulang pergi kerja
compare [kəm'peɪ] (<i>kki</i>)	: membandingkan
cone [kəʊn] (<i>kb</i>)	: buah pohon cemara
confidante ['kɒnfɪdænti] (<i>kb</i>)	: wanita kepercayaan
confident ['kɒnfɪdənt] (<i>ks</i>)	: percaya diri
conflict [kɒn'flɪkt] (<i>kb</i>)	: pertentangan
consequence ['kɒnsɪkwəns] (<i>kb</i>)	: konsekuensi
consternation [kɒnstə'neɪʃn] (<i>kb</i>)	: kekhawatiran besar
constructive [kɒn'strʌktɪv] (<i>ks</i>)	: membangun
core [kɔː] (<i>kb</i>)	: inti
corruption [kə'rʌpʃn] (<i>kb</i>)	: korupsi
cottage ['kɒtɪdʒ] (<i>kb</i>)	: pondok
counselor ['kaʊnsələ] (<i>kb</i>)	: penasihat
courtier ['kɔːtjə] (<i>kb</i>)	: anggota istana
crack-cracked [krækt] (<i>kb</i>)	: retak
cranky ['kræŋki] (<i>ks</i>)	: cepat marah/ tersinggung
crash [kræʃ] (<i>kb</i>)	: tabrakan

creativity [kri'eɪtɪvɪti] (kb)	: kreativitas, daya cipta
crib [krɪb] (kb)	: keranjang bayi
crime [kraɪm] (kb)	: kejahatan
croft [krɒft] (kb)	: ladang/kebun sempit
crown [kraʊn] (kb)	: mahkota
crumbly ['krʌmbli] (ks)	: rapuh
cut [kʌt] (kkt)	: potong
cynic ['sɪnɪk] (kb)	: orang yang suka meragukan
damage ['dæmɪdʒ] (kkt)	: merusak
dart [dɑ:t] (kkt)	: berlari cepat dgn tiba-tiba
darts [dɑ:ts] (kb)	: permainan (anak panah)
dead [ded] (ks)	: tewas
death [deθ] (kb)	: kematian
defeat [di'fi:t] (kkt)	: menaklukkan
degrade [di'greɪdɪd] (kkt)	: menurunkan
deliver [di'lɪvə] (kkt)	: menyampaikan
delivery [di'lɪvrɪ] (kb)	: penyampaian
dependent [di'pendənt] (ks)	: bergantung
depletion [di'pli:ʃən] (kb)	: penipisan, kehabisan
deprivation [deprɪ'veɪʃən] (kb)	: kerugian/ kehilangan
derive [di'rɪv] (kkt)	: mendapat
desertification [dɪzə:tɪfɪ'keɪʃən] (kb)	: penggersangan
destructive [di'strʌktɪv] (ks)	: bersifat merusak
detrimental [detrɪ'mentl] (ks)	: merusak
devastating ['devəsteɪtɪŋ] (ks)	: menghancurkan
devour [di'vaʊə] (kkt)	: melahap
dialogue ['daɪəlɒg] (kb)	: percakapan
dilated pupil [daɪ'lɪtɪd 'pju:pl] (kb)	: pupil membesar
dilute [daɪ'lju:t] (kkt)	: mencairkan
director [daɪ'rektə] (kb)	: sutradara
dishwasher ['dɪʃwɔʃə] (kb)	: mesin pencuci piring
disrupt [dɪs'rʌpt] (kkt)	: mengacaukan
distracton [dɪ'strækʃən] (kb)	: gangguan
doomed [du:mt] (ks)	: malapetaka
dose [dəʊs] (kb)	: jumlah, takaran
drama ['drɑ:mə] (kb)	: drama
dramatic [drə'mætɪk] (ks)	: dramatis
drooped [dru:pd] (kki)	: terasa berat, layu
drought [draʊt] (kb)	: kekeringan
dumb [dʌm] (ks)	: bodoh, dungu
duration [dju'reɪʃən] (kb)	: lama waktu pidato
dwarf [dwɔ:f] (kb)	: orang kecil
earful [ɪə fʊl] (kb)	: teguran, celaan
eccentric [ɪk'sentɪk] (ks)	: aneh
effort ['efət] (kb)	: usaha
emerge [ɪ'mə:dʒ] (kki)	: muncul

enact [ɪ'nækt] (<i>kkt</i>)	: menjadikan, memerankan
enchanted [ɪn'tʃɑ:ntɪd] (<i>ks</i>)	: mempesonakan, memikat
ensure [ɪn'sʊə] (<i>kkt</i>)	: memastikan
entreaty ['entri:ti] (<i>kb</i>)	: permohonan
environment [ɪn'vaɪərənmənt] (<i>kb</i>)	: lingkungan
episode ['epɪsəʊd] (<i>kb</i>)	: kisah, peristiwa
erosion [ɪ'rəʊʒn] (<i>kb</i>)	: erosi
essence ['esəns] (<i>kb</i>)	: intisari, pokok
euphoric [ju:'fɔ:ɪk] (<i>ks</i>)	: sangat senang
exaggerate [ɪg'zædʒəreɪt] (<i>kki, kkt</i>)	: berlebih-lebihan, membesar-besarkan
excessive [ɪk'sesɪv] (<i>ks</i>)	: berlebihan, terlalu banyak
excuse [ɪk'skju:z] (<i>kb</i>)	: alasan
exhaustion [ɪg'zɔ:stʃn] (<i>kb</i>)	: kelelahan
expand [ɪk'spænd] (<i>kkt</i>)	: memperluas
expect [ɪk'spekt] (<i>kkt</i>)	: mengharapkan
expenses [ɪk'spensɪz] (<i>kb</i>)	: pengeluaran
expertise [ekspə'ti:z] (<i>kb</i>)	: keahlian
exposed [ɪk'spəʊzd] (<i>ks</i>)	: diberitakan
extinction [ɪk'stɪŋkʃn] (<i>kb</i>)	: kepunahan
extinguish [ɪk'stɪŋgɪʃ] (<i>kkt</i>)	: mematikan
exuberance [ɪg'zju:bərəns] (<i>kb</i>)	: antusiasme yang tinggi
fairyland ['feəri lænd] (<i>kb</i>)	: tempat menyenangkan
fare [feə] (<i>kb</i>)	: biaya perjalanan
fend [fend] (<i>kki</i>)	: menjaga diri
fertile ['fɜ:təl] (<i>ks</i>)	: subur
fetch [fetʃ] (<i>kkt</i>)	: mengambilkan
figurative language ['fɪgərətɪv 'læŋgwɪdʒ] (<i>kb</i>)	: majas
film [fɪlm] (<i>kb</i>)	: film, gambar bergerak
fine [faɪn] (<i>kb</i>)	: denda
fir [fɜ:] (<i>kb</i>)	: semacam pohon cemara
firefly ['faɪəflaɪ] (<i>kb</i>)	: kunang-kunang
fit [fɪt] (<i>kkt</i>)	: mencocokkan diri
fix [fɪks] (<i>kkt</i>)	: memperbaiki
flapped [flæpd] (<i>kkt</i>)	: mengepakkan sayap
flesh [fleʃ] (<i>kb</i>)	: daging
flier ['flaɪə] (<i>kb</i>)	: penumpang pesawat
flight attendance (<i>kb</i>)	: pramugari
flight [flaɪt] (<i>kb</i>)	: penerbangan
flitted [flɪtɪd] (<i>kkt</i>)	: melayang cepat
flock [flɒk] (<i>kb</i>)	: sekawanan
flood [flʌd] (<i>kb</i>)	: banjir
flour ['flaʊə] (<i>kb</i>)	: tepung
flowchart [fləʊ tʃɑ:t] (<i>kb</i>)	: bagan alur
fluorescent bulb [flʊə'resənt bʌlb] (<i>kb</i>)	: lampu pijar
fluttered ['flʌtəd] (<i>kkt</i>)	: mengipaskan (sayap)
forecast ['fɔ:kɑ:st] (<i>kkt</i>)	: meramalkan

foresight [ˈfɔːsaɪt](<i>kb</i>)	: tinjauan ke masa depan
frill [frɪl](<i>kb</i>)	: tambahan
fuel [ˈfjuːəl](<i>kb</i>)	: bahan bakar
fumble [ˈfʌmbəl] (<i>kki</i>)	: meraba-raba
fund [fʌnd](<i>kb</i>)	: dana
garbage [ˈgɑːbɪdʒ] (<i>kb</i>)	: sampah, limbah
gasoline [ˈgæsəliːn](<i>kb</i>)	: bensin, minyak gas
gesture [ˈdʒɛstʃə](<i>kb</i>)	: gerak tubuh
giggle [ˈgɪɡl](<i>kb</i>)	: terkikih-kikih
glacier [ˈglæsiə] (<i>kb</i>)	: gunung es
goblet [ˈɡɒblət] (<i>kb</i>)	: gelas sloki
goody [ˈɡuːi](<i>ks</i>)	: lengket
government [ˈɡʌvəmənt](<i>kb</i>)	: pemerintah
gracious [ˈɡreɪʃəs] (<i>ks</i>)	: sangat ramah
gracious [ˈɡreɪʃəs](<i>ks</i>)	: sangat ramah
grade [ɡreɪd](<i>kb</i>)	: nilai
grammar [ˈɡræmə](<i>kb</i>)	: tatabahasa
grant [ɡrɑːnt] (<i>kkt</i>)	: mengabdikan
grant [ɡrɑːnt](<i>kb</i>)	: dana bantuan
graph [ɡrɑːf] (<i>kb</i>)	: grafik
greenhouse gases [ˈɡriːnhaʊs ˈgæsiːz] (<i>kb</i>)	: gas rumah kaca
grieving [ˈɡriːvɪŋ](<i>ks</i>)	: sedih, berduka cita
groom [ɡruːm](<i>kb</i>)	: tukang kuda
grudgingly [ˈɡrʌdʒɪŋli](<i>kk</i>)	: dengan enggan
guarantee [ɡʊərənˈtiː] (<i>kkt</i>)	: menjamin
gustatory imagery [ˈɡʌstətɔːri] (<i>kb</i>)	: pencitraan yang berhubungan dengan indra pengecap
handout [ˈhændaʊt](<i>kb</i>)	: materi
harassment [ˈhærəsmənt](<i>kb</i>)	: gangguan
health [helθ](<i>kb</i>)	: kesehatan
heap [hiːp](<i>kb</i>)	: tumpukan
heat [hiːt] (<i>kb</i>)	: panas
hemp [hemp] (<i>kb</i>)	: rami
heroic [hɪˈrɔːɪk] (<i>ks</i>)	: kepahlawanan
hilarious [hɪˈleəriəs](<i>ks</i>)	: riang, gembira
hint [hɪnt] (<i>kb</i>)	: isyarat
His Excellency [ˈɛksələnʃi] (<i>kb</i>)	: Yang Mulia
hoarseness [ˈhɔːsnəs] (<i>kb</i>)	: keparauan (suara)
hog [hɒɡ] (<i>kkt</i>)	: menikmati sendiri
honour [ˈɒnə](<i>kb</i>)	: kehormatan, kemurnian
humiliate [hjuːˈmɪliət] (<i>kkt</i>)	: menghina, mempermalukan
hurdle over [ˈhɜːdl ˈəʊvə] (<i>kkt</i>)	: melintasi
hurricane (<i>kb</i>)	: angin topan
icing [ˈaɪsɪŋ](<i>kb</i>)	: lapis
imagery [ˈɪmɪdʒəri] (<i>kb</i>)	: pencitraan
impaired [ɪmˈpeəd](<i>ks</i>)	: terganggu

impressed [ɪmˈprest] (ks)	: terkesan
imprison [ɪmˈprɪzn] (kkt)	: memenjarakan
inconvenience [ɪnkənˈviːniəns] (kb)	: ketidaknyamanan
independence [ɪndɪˈpendəns](kb)	: kemandirian
indigenous [ɪnˈdɪdʒənəs](ks)	: asli
infectious [ɪnˈfekʃəs] (ks)	: menular
inject [ɪnˈdʒekt] (kkt)	: menyuntikkan
inland [ˈɪnlænd](kb)	: daratan
insufficient [ɪnsəˈfɪʃnt](ks)	: tidak cukup
insulate [ˈɪnsjuleɪt](kkt)	: menyekat
intelligent [ɪnˈtelɪdʒənt] (ks)	: cerdas, terpelajar
intend [ɪnˈtend](kkt)	: bermaksud
interfere [ɪntəˈfɪə](kki)	: mencampuri
interference [ɪntəˈfɪərəns](kb)	: campur tangan
interpersonal [ɪntəˈpɜːsənl](ks)	: antar perseorangan
intervention [ɪntəˈvenʃn](kb)	: campur tangan
intestines [ɪnˈtestɪns] (kb)	: usus
irritant [ˈɪrɪtənt] (kb)	: bahan- yang mengganggu bahan
island [ˈaɪlənd] (kb)	: pulau
isolation [aɪsəˈleɪʃn](kb)	: keterasingan
jar [dʒɑː] (kb)	: kendi
kaleidoscope [kəˈlaɪdəskəʊp] (kb)	: kaledoskop
lack [læk](kkt)	: kurang
landslide [ˈlændslaɪd](kb)	: tanah longsor
Latin [ˈlætɪn](kb)	: bahasa Latin
leak (kki)	: bocor
leisure [ˈleɪʒə](kb)	: waktu luang
leprechauns [ˈleprəkɔːnz] (kb)	: peri
lessen [ˈlesən](kkt)	: mengurangi, memperkecil
lighting [ˈlaɪtɪŋ] (kb)	: tata cahaya
loan [ləʊn](kb)	: pinjaman
lodge [lɒdʒ] (kkt)	: mengajukan
low and high extremes of virulence [ˈvɪrjʊləns](kb):	tinggi rendahnya tingkat kematian
maiden [ˈmeɪdən] (kb)	: gadis
manly [ˈmænli](ks)	: jantan, gagah
marine life [məˈriːn laɪf](kb)	: kehidupan laut
massive [ˈmæsɪv](ks)	: sangat besar
meadow [ˈmeɪdəʊ](kb)	: padang rumput
melt [melt](kki)	: meleleh, mencair
mend [mend] (kkt)	: memperbaiki
merchant [ˈmɜːtʃənt] (kb)	: saudagar
mesmerized [ˈmezmərəɪzd](ks)	: terpesona
metaphor [ˈmetəfə] (kb)	: metafor
microbe [ˈmaɪkrəʊb](kb)	: kuman
mild [maɪld](ks)	: ringan
mill [mɪl](kb)	: penggilingan

miller ['mɪlə](<i>kb</i>)	: tukang giling
mismatch [mɪsmætʃ](<i>kb</i>)	: ketidaksesuaian
mob [mɒb] (<i>kb</i>)	: kerumunan
moderator ['mɒdəreɪtəː] (<i>kb</i>)	: moderator
modern ['mɒdən](<i>ks</i>)	: moderen
monologue ['mɒnɒləg] (<i>kb</i>)	: monolog
moonbeam [muːnbiːm](<i>kb</i>)	: cahaya bulan
mosquito [mɒs'kiːtəʊ] (<i>kb</i>)	: nyamuk
motion ['məʊʃn] (<i>kb</i>)	: mosi/topik
mountain ['maʊntən] (<i>kb</i>)	: gunung
mower ['məʊ](<i>kb</i>)	: mesin pemotong rumput
munch [mʌŋ](<i>kb</i>)	: mengunyah
mutate [mjuː'teɪt] (<i>kki</i>)	: berubah
narrator [nə'reɪtə](<i>kb</i>)	: pembawa cerita
nasty ['nɑːsti](<i>ks</i>)	: sangat tidak menyenangkan
native ['neɪtɪv](<i>ks</i>)	: asal/asli
nearby [nɪə'baɪ](<i>ks</i>)	: dekat (di sekitar)
necessity [nə'sesɪti](<i>kb</i>)	: kebutuhan
negative team ['neɡətɪv tiːm] (<i>kb</i>)	: pihak penentang
noble ['nəʊbl] (<i>ks</i>)	: layak
nurturing ['nɜːtʃərɪŋ](<i>ks</i>)	: pemelihara, pengasuh
occurs [ə'kɔːz](<i>kki</i>)	: terjadi
ode [əʊd](<i>kb</i>)	: kisah
offspring ['ɒfsprɪŋ](<i>kb</i>)	: bahasa baru
olfactory imagery [ɒl'fæktəri] (<i>kb</i>)	: pencitraan yang berhubungan dengan indra penciuman
opinion [ə'pɪnjən] (<i>kb</i>)	: pendapat
opposition [ɒpə'zɪʃn] (<i>kb</i>)	: oposisi
organogram [ɔːgænɒgræm] (<i>kb</i>)	: bagan struktur
outbreak ['aʊtbreɪk] (<i>kb</i>)	: berjangkitnya
outlawed ['aʊtlɔːd](<i>ks</i>)	: belum syah
overcome [əʊvə'kʌm](<i>kkt</i>)	: mengatasi
overdrive [əʊvə'draɪv] (<i>kb</i>)	: alat penambah kecepatan
overrun [əʊvə'rʌn] (<i>kkt</i>)	: melampaui batas
pad [pæd] (<i>kb</i>)	: bantalan
pandemic [pæn'demɪk](<i>kb</i>)	: pandemik (berkaitan dengan penyakit yang menyebar luas di suatu daerah)
pansa (<i>kb</i>)	: nama mata uang India
pathogenic [pæθə'dʒenɪk](<i>ks</i>)	: bersumber
pawn [pɔːn](<i>kb</i>)	: pion, bidak
peep [pi:p](<i>kki</i>)	: mengintip
penalty ['penəlti](<i>kb</i>)	: hukuman
performance [pɜː'fɔːməns] (<i>kb</i>)	: penampilan
personification [pɜːsənɪfɪ'keɪʃn] (<i>kb</i>)	: personifikasi
pie chart [paɪ tʃɑːt] (<i>kb</i>)	: grafik lingkaran
platform ['plætfɔːm] (<i>kb</i>)	: podium

playwright [ˈpleɪraɪt] (kb)	: penulis drama
play [pleɪ] (kb)	: drama/lakon
plead [pli:d](kkt)	: meminta/memohon
plot [plɒt] (kb)	: alur cerita
pneumonia [nju:'məʊniə] (kb)	: radang paru-paru
poetry [ˈpəʊtri] (kb)	: puisi
pole vault [pəʊl [vɔ:lt](kki)	: melompat
pollination [pɒlɪ'neɪʃən](kb)	: penyerbukan
Portuguese [pɔ:tju'gi:z](kb)	: bangsa Portugis
poultry [ˈpəʊltri] (kb)	: unggas
poverty [ˈpɒvəti](kb)	: kemiskinan
predict [prɪ'dɪkt](kkt)	: memprediksi, meramalkan
prescribe [prɪ'skraɪb] (kkt)	: menuliskan resep
prescription [prɪ'skrɪpʃn](kb)	: resep
present [ˈprezənt] (kkt)	: menyajikan
presenter [prɪ'zentə](kb)	: penyaji
principality [prɪnsɪ'pælɪti] (kb)	: kerajaan, kepangeran
prison [ˈprɪzn](kb)	: penjara
producer [prə'dju:sə] (kb)	: produser
prologue [ˈprɒləʊg] (kb)	: prolog
protagonist [prə'tæɡənɪst] (kb)	: tokoh utama
puffy [pʌfi] (ks)	: bengkak, gembung
pull over [ˈpʊl 'əʊvə](kkt)	: menepi
pumpkin [ˈpʌmpkɪn] (kb)	: labu
purity [ˈpjʊərɪti](kb)	: kemurnian
rafter [ˈrɑ:ftə] (kb)	: usuk
rainfall [ˈreɪnfɔ:l] (kb)	: curah hujan
rate [reɪt](kb)	: angka
raucous [ˈrɔ:kəs] (ks)	: parau
reassure [ri:ə'ʃʊ:(kkt)	: meyakinkan
rebuttal [rɪ'bʌtəl](kb)	: bantahan
recede [rɪ'si:d](kki)	: surut
reduce [rɪ'dju:s](kkt)	: mengurangi
release [rɪ'li:s](kkt)	: melepaskan, mengeluarkan
rely [rɪ'laɪ](kki)	: bersandar
reply speech [rɪ'plai] (kb)	: pidato balasan
respiratory tract [rɪ'spɪrətəri trækt] (kb)	: sistem pernapasan
restless [ˈrestləs](ks)	: resah, gelisah
retreat [rɪ'tri:t](kki)	: mengasingkan diri
riddle [ˈrɪdl] (kb)	: tebakan/teka-teki
rise [raɪz](kki, kb)	: naik, kenaikan
rock [rɒk](kb)	: batu karang
rod [rɒd](kb)	: tangkai
runny nose [ˈrʌni nəʊz](kb)	: hidung beler
runny [ˈrʌni](kb)	: setengah matang
runway [ˈrʌnweɪ] (kb)	: landasan pesawat

sabotage ['sæbətɑ:ʒ](kkt)	: merusakkan
sacred ['seɪkrəd](ks)	: keramat/ suci
sadness ['sædnəs] (kb)	: kesedihan
salary ['sæləri](kb)	: gaji
savings ['seɪvɪŋz] (kb)	: uang tabungan
scamp ['skæmp] (kb)	: anak nakal
scarcely ['skɜ:slɪ](kk)	: dengan hampir tidak mungkin
school work ['sku:l wɔ:k](kb)	: pekerjaan sekolah
scientific [saɪən'tɪfɪk](ks)	: secara ilmiah
scientist ['saɪəntɪst] (kb)	: ahli ilmu pengetahuan
scrap paper [skræp 'peɪpə](kb)	: kertas bekas
screenplay ['skri:npleɪ](kb)	: naskah, skenario
screenplay ['skri:npleɪ] (kb)	: penulis naskah
script [skript] (kb)	: naskah
sea level ['si: 'levl] (kb)	: permukaan air laut
season ['si:zən] (kb)	: musim
seasonal ['si:znəl](ks)	: musiman
segregated ['segrɪgeɪtɪd] (ks)	: terpisah
setting ['setɪŋ] (kb)	: latar
severe [sə'veɪə](kb)	: parah (penyakit)
severity [sə'verɪti](kb)	: hebatnya
sheltered ['ʃeltəd](ks)	: tersembunyi
shivered ['ʃɪvəd] (kki)	: gemetar
shot [ʃɒt](kb)	: suntikan
shred [ʃred] (kb)	: irisan
shrieked [ʃri:kəd](kki)	: menjerit
sigh [saɪ] (ks)	: napas panjang
simile ['sɪmɪli] (kb)	: simile
simultaneously [sɪmə'lteɪniəsli] (kk)	: serentak
skittle ['skɪtl̩](kb)	: pin bowling
slapstick ['slæpstɪk](kb)	: lelucon
slightest [slaɪtəst] (ks)	: yang paling kecil
slippers ['slɪpəz] (kb)	: sandal selop
sneak out [sni:k aʊt](kkt)	: menyelinap
sniff [snɪf] (kkt)	: menghirup
snort [snɔ:t] (kki)	: mendengus
snow [snəʊ] (kb)	: salju
somersault (kb)	: jungkir balik
soundtrack ['saundtræk] (kb)	: lagu/musik di film
speaker ['spi:kə](kb)	: pembicara
spectre ['spektə] (kb)	: momok
speculate ['spekjuleɪt](kkt)	: berspekulasi
speech [spi:tʃ 'meɪkɪŋ] (kb)	: pidato
speech [spi:tʃ](kb)	: pidato
spell [spel](kb)	: mantera (sihir)
spirit ['spɪrɪt](kb)	: kekuatan, makhluk halus

spouse ['spauz] (kb)	: pasangan (suami/istri)
sprout [spraut] (kb)	: bakal buah
stable ['steɪbl](kb)	: kandang kuda
stage [steɪdʒ] (kb)	: panggung
staggered ['stæɡəd](kkt)	: jalan terhuyung-huyung
stamina ['stæmɪnə](kb)	: stamina, daya tahan tubuh
stamp [stæmp] (kkt)	: menumbuk
stand-by mode [stænd baɪ məʊd] (kb)	: mode stand-by
stare [steə] (kkt)	: menatap, memandang
statement ['steɪtmənt] (kb)	: pernyataan
stir [stɜː](kkt)	: menggerakkan
strive [straɪv](kkt)	: berusaha keras
stunt-man ['stʌnt 'mæn] (kb)	: pemeran pengganti
suspicious [sə'spiʃəs](ks)	: curiga
sustain [sə'steɪn](kkt)	: menyokong, menahan
sustainable [sʌs'teɪnəbl](ks)	: aman, tidak merusak
symptom ['sɪmptəm] (kb)	: gejala
symptom ['sɪmptəm] (kb)	: gejala
table ['teɪbl](kb)	: tabel
tactile imagery ['tæktəɪl] (kb)	: pencitraan yang berhubungan dengan indra perabaan
taughen ['tʌfn](kkt)	: menguatkan
team line [ti:m laɪn] (kb)	: pembagian tema untuk satu tim
team split [ti:m splɪt] (kb)	: batasan topik untuk satu tim
tech-savvy [tek 'sævi](ks)	: cakap teknologi
temperature ['temprətʃə](kb)	: suhu
The House [ðə haʊs](kb)	: Dewan Perwakilan Rakyat
theme [θi:m] (kb)	: tema
thermostat [θə:mə'stæt](kb)	: alat pengatur panas
thoroughly ['θʌrəli](kk)	: sepenuhnya
thunderstorm ['θʌndəstɔ:m] (kb)	: petir, guntur
tide [taɪd] (kb)	: pasang (air laut)
time keeper [taɪm 'ki:pə](kb)	: pengawas waktu
torn [tɔ:n] (ks)	: sobek
trace [treɪs](kb)	: jejak
traffic controller (kb)	: pengawas lalu lintas (udara)
traffic offence ['træfɪk ə'fens] (kb)	: pelanggaran lalu lintas
tragedy ['trædʒədi] (kb)	: tragedi
tremor ['tremə] (kb)	: gemetar
trusted [trʌs'tɪd](ks)	: dipercaya
tsunami ['tsu:'nɑ:mi] (kb)	: tsunami
tuck [tʌk](kkt)	: menyelipkan
tuition fee [tju:'ʃi:n fi:](kb)	: biaya sekolah
turbulence ['tɜ:bjuləns] (kb)	: gangguan
turn into ['tɜ:n 'ɪntu](kkt)	: disihir menjadi
twig [twɪɡ](kb)	: ranting
undermine [ʌndə'maɪn](kkt)	: melanggar

unemployment [ʌnɪm'plɔɪmənt](<i>kb</i>)	: pengangguran
unmarred [ʌn'mɑːrɪd](<i>ks</i>)	: tidak terusak
vacancy ['veɪkənəsi](<i>kb</i>)	: lowongan pekerjaan
vaccine ['væksɪn](<i>kb</i>)	: vaksin
vagabond ['væɡəbɒnd] (<i>kb</i>)	: pengembara
vanish ['væniʃ] (<i>kki</i>)	: lenyap, menghilang
ventilation fan [ventɪ'leɪʃn fæn](<i>kb</i>)	: kipas ventilasi
vicious ['viʃəs](<i>ks</i>)	: buruk
violence ['vaɪələns](<i>kb</i>)	: kekerasan
viral ['vaɪrəl](<i>kb</i>)	: disebabkan oleh virus
virtuous ['vɜːtʃuəs] (<i>ks</i>)	: berbudi luhur
visual aids ['vɪʒuəl eɪd] (<i>kb</i>)	: alat-alat peraga
visual imagery ['vɪʒuəl] (<i>kb</i>)	: pencitraan yang berhubungan dengan indra penglihatan
voice [vɔɪs](<i>kb</i>)	: suara
vomit ['vɒmɪt](<i>kki</i>)	: muntah
voyager ['vɔɪdʒə] (<i>kb</i>)	: pelayar
wage [weɪdʒ](<i>kb</i>)	: upah
wanderer ['wɒndrə] (<i>kb</i>)	: pengembara
warrior ['wɒrɪə] (<i>kb</i>)	: pejuang, prajurit
water fountain ['wɔːtə 'faʊntɪn] (<i>kb</i>)	: air mancur
waterfowl ['wɔːtəfəʊl] (<i>kb</i>)	: unggas air
watermelon ['wɔːtəmelən](<i>kb</i>)	: semangka
wear off [weə ɒf](<i>kki</i>)	: berangsur-angsur hilang
welfare ['welfeə](<i>kb</i>)	: kesejahteraan
witch [wɪtʃ](<i>kb</i>)	: tukang sihir wanita
wonderment ['wʌndəmənt](<i>kb</i>)	: keheranan
wry [raɪ] (<i>ks</i>)	: miring, mencong
yolk [jɔʊk] (<i>kb</i>)	: kuning telur
yowl [jəʊl] (<i>kki</i>)	: meraung

GLOSSARY

affirmative	:	the team which agree with the motion
agenda	:	list of points for discussion or seminar
alliteration	:	using words which begin with the same sound to make special effects in poetry
antagonist	:	bitter opponent
argument	:	series of statements to argue against or for
assonance	:	the similarity in sound between two syllables that are close together
audience	:	people at a theatre, cinema, concert hall, or watching TV or listening to the radio
auditory	:	of or about hearing
character	:	person in a story, play, or novel
commercial break	:	short period for rest in the middle of a programme for advertisement; announcement which tries to make sure that people know that something is for sale, that something is going to happen, that a show is on
correlation	:	correspondence, link
culture	:	the way of life, especially the general customs and beliefs, of a particular group of people at a particular time
debate	:	serious discussion of a subject in which many people take part
declaring	:	stating officially
definition	:	a statement that explains the meaning of a word or phrase
delivery	:	bringing something to someone
dialogue	:	conversation between two people
drama	:	a play OR plays as a genre or literary style
essay	:	a short piece of writing on a particular subject, especially one done by students as part of the work for a course
evidence	:	fact which indicate that something really exists or has happened
figurative language	:	an expression which uses words to mean something different from their ordinary meaning
film	:	moving pictures shown at a cinema, taken with a cine-camera
gesture	:	movement of hands, etc., to show feeling
guideline	:	general advice on what to do
gustatory	:	connected with taste
handout	:	a document given to students or reporters which contains information about a particular subject
highlighting	:	attracting attention to or emphasize something important
imagery	:	a whole set of images, or all the images that go to form our sense impressions of a piece of writing
line	:	row of written or printed words (in a poem)
lyrics	:	words of a song
meaning	:	The meaning of something is what it expresses or represents.
message	:	an idea or ideas in which a text or story is trying to pass on to the readers

metaphor	:	an expression which describes a person or object in a literary way by referring to something that is considered to possess similar characteristics to the person or object you are trying to describe
motion	:	the theme or topic on a debate
movie	:	a cinema film
musical devices	:	Methods/devices which is used to produce a desired effect of musical sounds such as: rhyme, rhythm, assonance, alliteration, and onomatopoeia.
narrator	:	person who tells a story
negative	:	the theme which disagree to the motion
olfactory	:	connected with the ability to smell
persona	:	the particular type of character that a person seems to have, which is often different from their real or private character
personification	:	either an inanimate object or an abstract concept or a quality is spoken of though, it were a person, and thus, endowed with life or human attributes or feelings
phrase	:	a group of words which is part rather than the whole of a sentence
platform	:	the raised part of the floor in a large room, from which you make a speech or give a musical performance
play	:	written text which is acted in a theatre or on TV
plot	:	the main sequence of events in a play, novel, or film
poem	:	A piece of writing, with words carefully chosen to sound attractive and convey themes and emotions, set out in lines usually of a regular length which sometimes end in words which rhyme.
poet	:	person who writes poems
poetry	:	poems taken as a type of literature
presenter	:	person who presents a TV show
prologue	:	piece spoken as the introduction of a play or poem
pronunciation	:	way of speaking words
prop	:	an object used by the actors performing in a play or film
protagonist	:	main character in a play or book, etc
rebuttal	:	a statement which says that a claim or criticism is not true
reply speech	:	answer speech
report	:	description of what has happened or what will happen
rhyme	:	a similarity of sound carried by word endings. It is the most familiar form of sound patterning
scene	:	short part of a play, drama or film
script	:	written text of a film or play
setting	:	if a story, film, etc. is set in a particular time or place, the action in it happens in that time or place
short story	:	piece of fiction which is much shorter than a novel
simile	:	an expression comparing one thing with another, always including the words 'as' or 'like'
singer	:	person who sings
song	:	words which are sung
speaker	:	person who speaks


speech	:	formal talk given to an audience
stage direction	:	a description or instruction in the text of a play which explains how the play should be performed
stanza	:	section of a poem made up of a series of lines
Statistics	:	information based on a study of the number of times something happens or is present, or other numerical facts
story	:	description that tells things that did not really happen but are invented by someone
synopsis	:	a brief description of the contents of something such as a film or book
tactile	:	related to touch
tale	:	a story, especially one which might be invented or difficult to believe
team line	:	a main topic for each team in a debate
team split	:	topic to limit the arguments for each team in a debate
theme	:	the main subject or ideas of a book, story, poem, play or article
title	:	name of a book, play, painting, film, etc
visual	:	relating to seeing
visual aids	:	something that you are shown, such as a picture, film or map, in order to help you understand or remember information

Interlanguage:

English for Senior High School Students XII

Interlanguage adalah seri bahan ajar Bahasa Inggris untuk siswa SMA. Bahan ajar ini didesain untuk membuat pembelajar secara bertahap mencapai kompetensi berbahasa yang lebih tinggi. Materi-materi dan kegiatan-kegiatan yang ada dalam buku ini disampaikan melalui beberapa tahapan, yaitu pembuka, pajanan terhadap bahasa target, penjelasan mengenai unsur-unsur kebahasaan, latihan berkomunikasi dalam bahasa target, evaluasi, dan refleksi.

Materi yang dikembangkan dalam bahan ajar ini diorganisasikan ke dalam dua (2) siklus pembelajaran, yaitu siklus lisan dan siklus tulis yang disampaikan secara terintegrasi. Masing-masing siklus mengembangkan ketrampilan berbahasa yang berbeda, yaitu menyimak dan berbicara (siklus lisan) dan membaca dan menulis (siklus tulis). Kegiatan dalam siklus lisan membantu siswa dalam memahami berbagai ungkapan dalam konteks kehidupan sehari-hari, seperti bagaimana mengakui kesalahan, berjanji, memprediksi, memberikan penilaian, merespon makna yang diungkapkan dalam pidato, debat, presentasi dan lain-lain. Sedangkan kegiatan dalam siklus tulis membantu siswa memahami berbagai jenis teks seperti *narrative*, *explanation*, *discussion* dan lain-lain.

Diterbitkan atas kerja sama Penerbit PT Grasindo  dengan Depdiknas dalam program pengalihan hak cipta.

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